

DOCUMENT RESUME

ED 349 675

EA 024 281

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TITLE Summary of Alaska's Public School Districts' Education Plans, School Year 1991-92.
INSTITUTION Alaska State Dept. of Education, Juneau. Office of Data Management.
PUB DATE Apr 92
NOTE 131p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS Annual Reports; Community Involvement; *Educational Improvement; *Educational Planning; Elementary Secondary Education; Goal Orientation; *Public Schools; *School Districts; *State Legislation; *State School District Relationship
IDENTIFIERS *Alaska; Strategic Planning

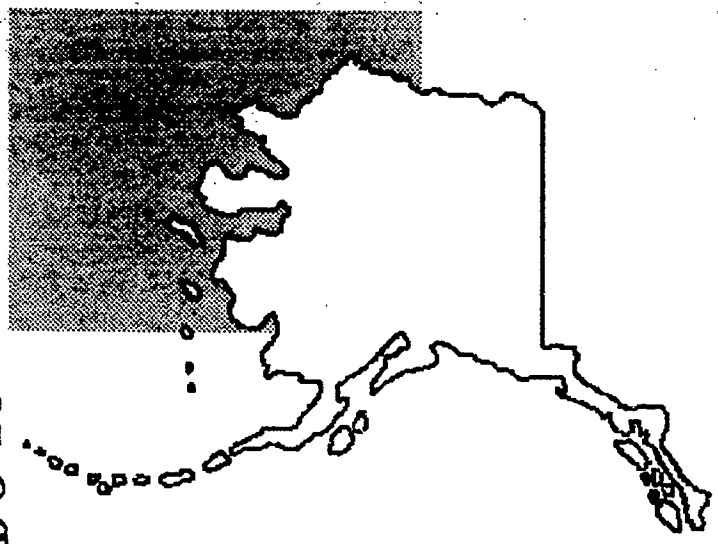
ABSTRACT

Alaska Statute 14.03.120 mandates that each school district file an annual educational planning report that establishes its educational improvement goals and priorities and outlines strategies for achieving and measuring these goals and for ensuring community participation. Although each district has developed its own goals, strategies, and measurements, the plans share a deep concern for improving the quality of education for Alaska's children. Similar goals include integrated curricula with defined learner outcomes; improved communication among schools, public agencies, families, and the local community; and focus on helping students reach their full potential by raising expectations for student achievement. Implementation strategies commonly address the alignment of competency-based curricula supported by appropriate instructional methods and assessments and offer specific staff professional development opportunities and outreach programs supporting parenting and community involvement. School districts are using similar measurement totals focusing on student and program outcomes (such as a mandated testing program for the fourth, sixth, and eighth grades) and evaluating completed projects and implemented programs. All 54 districts and Mt. Edgecumbe High School have encouraged public participation in developing educational plans. Individual district plans are presented. Also included are a glossary of terms and a list of Alaska public school districts and superintendents. (MLH)

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Summary of Alaska's Public School Districts'

Education Plans

School Year 1991-92

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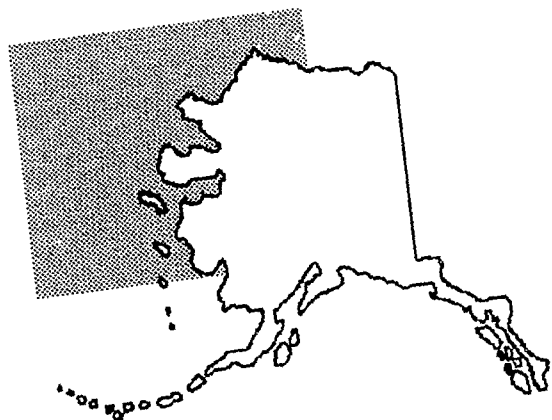
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Summary of Alaska's Public School Districts'

Education Plans School Year 1991-92

Compiled by Lesley Scharrer

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April 1992

The Alaska State Department of Education greatly appreciates the cooperation and support of each of Alaska's 54 school districts and Mt. Edgecumbe High School who assisted in the implementation of this legislation. A directory of school district superintendents appears in the final section of this report.

The Department would like to add a special thanks to the people who reviewed earlier drafts of the report format:

Augusta Bishop	Lower Yukon Schools
Paul Epperson	Kenai Peninsula Borough Schools
Anthony Kennedy	Ketchikan Gateway Borough Schools
Bruce Kleven	Kake City Schools
Martin Laster	Matanuska-Susitna Borough Schools
Mike McHone	Cordova City Schools
Nick Stayrook	Fairbanks North Star Borough Schools

This report could not have been produced without the efforts of **Ginger Patton** and **Jennifer Watkins**, Department of Education staff.

Alaska Statute 14.03.120 mandates that school districts file annually "...a report that establishes district goals and priorities for improving education in the district" and "the department shall summarize the reports...." By law, the education plan must include goals for improving education, a plan for achieving district goals, a means of measuring the achievement, and participation by students, parents, teachers, and other members of the community. Those goals, plans for achieving and measuring the goals, and community participation in the process are summarized in this document, *Summary of Alaska's Public School Districts' Education Plans*. The report provides an overview of education planning in Alaska.

Even though 1991-92 is the first year that the State has required districts to prepare formal education planning reports, there is a history of districts' working at the local level to establish education goals that reflect the needs and values of the community. Each district independently developed its goals, strategies, and measurements. This has led to a variety of goals and approaches being implemented to improve education throughout the State. Yet, what is depicted by the education plans is a deep concern for improving the quality of education for all of Alaska's children.

Many of the concerns, reflected by the goals, are similar in nature.

- Districts are developing integrated curriculums with defined learner outcomes that will prepare students for the 21st Century.
- Districts recognize the importance of positive relationships with the public. They are working for better communications among schools, public agencies, the local community, and families.
- Districts are focusing on helping students reach their full potential by raising expectations for student achievement.

As with the goals, there are implementation strategies in common.

- Districts are addressing the alignment of competency-based curriculums that are supported by appropriate instructional methods and assessments.
- Districts are offering specific professional development opportunities to the staff and reaching out to parents, community members, and board members with programs that support parenting and community involvement.

Executive Summary

The school districts are using similar measurement tools that focus on both student outcomes and program outcomes.

- Districts are relying on the results of the mandated statewide testing program for the 4th, 6th, and 8th grades and the voluntary statewide direct writing assessment. In addition, districts are developing criterion referenced tests and utilizing other norm referenced and teacher generated tests.
- Districts are evaluating completed projects and implementation of programs, budgets, and curriculums that have been identified in the goals and strategies.

All fifty-four districts and Mt. Edgecumbe High School have encouraged participation from the public in the development of the education plans. Most districts have provided several opportunities for participation over a period of time. A wide variety of approaches have been used to meet the needs of individual communities.

- The process of developing education plans for most districts began within the context of regularly scheduled school board meetings.
- Participation was encouraged from the community via surveys, questionnaires, and needs assessments.
- The process of strategic planning was used to develop education plans.

During this first year of mandated education planning, school districts have been working with their communities to develop education plans that reflect the concerns and needs of the local communities.

Acknowledgments	i
Executive Summary	iii

Introduction	1
Summary of District Goals	3
Summary of Plan for Achieving District Goals	5
Summary of Measurement Tools	7
Summary of Participation	9

Individual District Plans

Adak Region Schools	10	Kodiak Island Borough Schools	64
Alaska Gateway Schools	12	Kuspuk Schools	66
Aleutian Region Schools	14	Lake and Peninsula Schools	68
Aleutians East Borough Schools	16	Lower Kuskokwim Schools	70
Anchorage Schools	18	Lower Yukon Schools	72
Annette Island Schools	20	Matanuska-Susitna Borough Schools	74
Bering Strait Schools	22	Nenana City Schools	76
Bristol Bay Borough Schools	24	Nome City Schools	78
Chatham Schools	26	North Slope Borough Schools	80
Chugach Schools	28	Northwest Arctic Borough Schools	82
Copper River Schools	30	Pelican City Schools	84
Cordova City Schools	32	Petersburg City Schools	86
Craig City Schools	34	Pribilof Schools	88
Delta/Greely Schools	36	Railbelt Schools	90
Dillingham city Schools	38	Saint Mary's Schools	92
Fairbanks North Star Borough Schools	40	Sitka Schools	94
Galena City Schools	42	Skagway City Schools	96
Haines Borough Schools	44	Southeast Island Schools	98
Hoonah City Schools	46	Southwest Region Schools	100
Hydaburg City Schools	48	Tanana City Schools	102
Iditarod Area Schools	50	Unalaska City Schools	104
Juneau Borough Schools	52	Valdez City Schools	106
Kake City Schools	54	Wrangell City Schools	108
Kashunamiut Schools	56	Yakutat City Schools	110
Kenai Peninsula Borough Schools	58	Yukon Flats Schools	112
Ketchikan Gateway Borough Schools	60	Yukon/Koyukuk Schools	114
Klawock City Schools	62	Yupit Schools	116

State Operated School

Mt. Edgecumbe High School	118
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Glossary of Terms	121
Alaska Public School Districts and Superintendents	123

The Sixteenth Alaska Legislature formed the Joint Committee on School Performance to identify priorities for school improvement. Through a series of public hearings and discussions with various education groups, the Committee formulated recommendations that focused on the performance of students. The recommendations from the Joint Committee were implemented by the Sixteenth Alaska Legislature through the enactment of Chapter 173. The legislation amended AS 14.03 with the addition of Sec 14.03.120, effective July 1, 1990.

During the first phase, the Department of Education collected information concerning current local practices of education planning and reporting from Alaskan school districts, and a partnership between the districts and the Department was formed. The Joint District/Department Partnership, the Alaska Coalition for Education, Alaska Congress of Parents and Teachers, and other groups interested in improving student performance clarified key terms in the law and developed a model for reporting. The second phase requires school districts to develop an education plan, make it available to the public, and submit it to the Department. The education plans have been summarized in this publication, *Summary of Alaska's Public School Districts' Education Plans*. On November 30, 1992, districts will make available to the public their *School District Report Card to the Public*. The Department will produce a summary report. That document will include specific information on each district and a progress report of each district's education goals.

The *Summary of Alaska's Public School Districts' Education Plans* is the first report published by the Department of Education that addresses the school districts' plans for improving education, published pursuant to AS 14.03.120. It summarizes the district goals for improving education, plans for achieving district goals, means of measuring achievement of goals, and the means by which students, parents, teachers, and other members of the communities participate.

Each of the fifty-four school districts and Mt. Edgecumbe High School submitted to the Department of Education a district *Education Plan* and has made it available to the public. For the statewide report, the Department summarized the comprehensive education plans to fit the two page format for each school district. Each superintendent then had an opportunity to review a draft copy of their district's two page summary and to request modifications. Persons wishing a district's complete education plan should contact that district directly. A listing of school district superintendents appears in the last section.

Alaska is proud to be in the forefront, providing a wealth of information to decision-makers. The reader should notice that this document is intended as a summary report and does not reflect the depth or breath of all the ongoing activities that lead to improved student performance. The summaries of the education plans should not be used in isolation, but rather in conjunction with other facts and figures in order to make sound decisions about education. Given thoughtful consideration, the data presented can give supportive information on the direction that school districts are headed.

Public education in Alaska continues to rely heavily on active participation from the local communities in the education process. Schools reflect the values, cultures, and influences of the local community. This has been further legitimized through AS 12.03.120 and the mandate for districts to encourage participation from the community in the development of an education plan. Each district's education plan is unique, but there are common concerns.

Each district is required to establish district goals for improving education. The education goals reflect the district's priorities and needs. Because a fully implemented comprehensive goal demands resources, districts have selected as many or as few goals as they deemed appropriate. This year districts are implementing between one and twelve goals with most districts having three to five goals.

Even though Alaska represents a diverse population with diverse demographics, similar concerns for improving education are reflected in the education goals.

Districts are:

- revising their curriculums. This is a multi-year effort with the main focus on an overall curriculum that prepares students for the 21st Century. The comprehensive curriculum will prepare students for the future and be defined by learner outcomes. (24 Districts)
- concentrating on improving student achievement and performance. Their aim is to maximize student potential by raising expectations for student achievement. (17 Districts)
- focusing on public relations. They are developing processes to improve communications among schools and public agencies, local communities, and families. (16 Districts)
- strengthening their parent involvement efforts. Their goal is to increase parent participation in the learning process and provide opportunities for two-way communications between the school and families. (12 Districts)
- implementing staff development programs that include leadership training with an emphasis on specific programs that support the curriculum or enhance the district's goals. (11 Districts)
- focusing on social issues that encourage a healthy life style and the development of self-esteem while educating students on the hazards of substance abuse and personal safety. The goal includes the strengthening of the counseling programs. (10 Districts)
- developing procedures for the maintenance of facilities, equipment, and the addition of new facilities. (9 Districts)

Summary of District Goals

- investigating the role technology will play in the future. They are planning to expand distance delivery programs. Other issues include staff development, technological equity among schools, and the upgrading of equipment. (9 Districts)
- developing programs that prepare their graduates for the future. The focus is on preparing students to be successful and productive after graduation whether going on to college, technical school, subsistence life-style, or employment. (8 Districts)
- implementing site-based management. (8 Districts)
- developing and implementing processes for personnel management. The focus is on hiring practices, staff evaluation, staff retention policies, and community involvement in staff selection and retention. (8 Districts)

Summary of Plan for Achieving District Goals

The individual district's comprehensive education plan must develop strategies to attain the goals. A prevailing theme is to raise expectations of student performance. This is being done by changing the attitudes of teachers, administrators, parents, community members, and the students themselves.

Districts are:

- aligning their curriculums with teaching strategies and assessment. The emphasis is on developing a competency based curriculum that meets not only the needs of the community, but also the goals for *America 2000* and *Alaska 2000*. (42 Districts)
- communicating with staff, parents, and the public through newsletters, community meetings, and cable television to keep them informed as to the district's activities. These efforts include providing avenues for community and parent involvement. (31 Districts)
- implementing programs that address the school's climate, including student learning styles and meeting the needs of all students. (29 Districts)
- developing and implementing restructuring plans. Some of the changes include the restructuring of middle schools, creating primary grades that are developmentally appropriate, considering revision of scheduling, and lengthening the school day and year. (29 Districts)
- implementing staff development programs and providing training in specific areas to meet their goals. They are providing specific professional development opportunities to staff and training opportunities to parents, community members, and board members. (28 Districts)
- working with committees of staff, students, parents, and community members to develop curriculum, make recommendations, establish goals, and gather and review information. (24 Districts)
- reviewing and developing assessment programs that are aligned with the curriculum and teaching practices, such as student portfolios, direct writing assessment, criterion referenced tests and other types of assessment. (24 Districts)

Summary of Plan for Achieving District Goals

- revising high school graduation requirements as part of their ongoing efforts to prepare students for the future. They are developing criteria for graduation projects and planning to offer a wider variety of programs including upper level courses. Parents and students are involved in the development of a personal four year high school plan. (21 Districts)
- investigating ways to integrate and utilize technology in the classroom. They are interested not only in preparing students for the 21st Century, but in using technology as part of teaching strategies to bring the world to the students and accommodate a wider variety of learning styles. (19 Districts)
- developing programs that support healthy life styles with an emphasis on providing counseling services to students and staff. Students are learning about substance abuse, self-esteem, and personal safety. (16 Districts)
- focusing on funding issues. They are concerned with the financing of capital project improvements, preventive maintenance, and supporting the implementation of new programs while maintaining the integrity of the programs already in place. (14 Districts)

Each district is required to include a means of measuring the achievement of its goals. Districts are measuring student outcomes with norm referenced tests, criterion referenced tests, and teacher generated tests plus student work as displayed in projects, demonstrations, performances, portfolios, and direct writing assessment. They are also measuring program outcomes through completed projects and products, reports, resource allocations, implementation of programs, and evaluations of projects and programs.

Student Outcomes

Districts are:

- using tests as a way to measure goal achievement. The tests include the required statewide testing program for the 4th, 6th, and 8th grades along with criterion referenced, other norm referenced, and teacher generated tests. (25 Districts)
- using student performances and projects including progress reports, graduation projects, and language proficiency demonstrations. (8 Districts)
- developing student portfolios. (7 Districts)
- participating in the statewide direct writing assessment in addition to district-level writing assessment. (7 Districts)
- establishing additional requirements for graduation, including outcomes and standards for graduation and high school projects. (6 Districts)

Program Outcomes

Districts are:

- evaluating the completion of the projects identified in their goals and strategies. (36 Districts)
- evaluating the implementation of the programs, budgets, and curriculums as stated in their goals. (35 Districts)
- evaluating rates of participation for students, staff, and community members and counting the number of courses, programs, and workshops offered. (32 Districts)

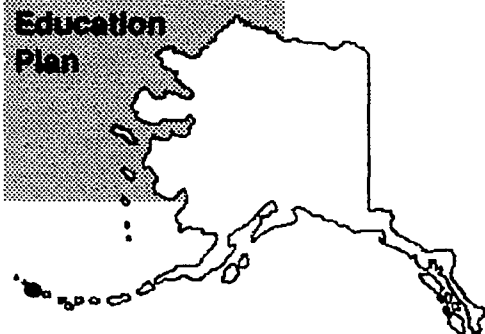
Summary of Measurement Tools

- evaluating final reports given to the school board, staff, and the public that focus on committee accomplishments, progress toward goals, and specific activities. (28 Districts)
- reviewing evaluations to determine the effectiveness of curriculum programs and/or activities. (26 Districts)

Each district must make efforts to encourage students, parents, teachers, and other members of the community to participate in the preparation of the education plan. In most districts there is a history of community involvement as an integral part of the planning process. Districts are providing several opportunities over a period of time for participation.

Districts are:

- beginning the process of developing educational goals within the context of regularly scheduled school board meetings. Special school board meetings are being held to focus on the development of the education plan. (28 Districts)
- working with existing committees, advisory boards, and organizations to develop their education plans. (24 Districts)
- encouraging participation from the community via surveys, questionnaires, and needs assessments. (19 Districts)
- using strategic planning processes to develop their education plans. This process involves the formation of committees and action teams representing all aspects of the community. (16 Districts)
- advertising and conducting public meetings which focus on the development of the district's education plan. (15 Districts)
- using ongoing staff and administrator meetings to discuss the education plans. (12 Districts)



Adak Region Schools

Edward Gilley, Superintendent

Students, Parents, Teachers, Community Member Participation

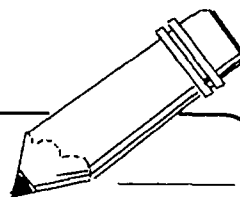
Participation came through the development of ARSD's 1989-1993 goals. In November 1990 the development of ARSD's Goals included all board members, superintendent, and consultant Ms. McGee.

- 1989-90 parents, students, and staff were surveyed.
- November 1990 the Board approved a policy IA Instructional Goals.
- December 1990 staff meetings were held to prioritize District's goals.
- January 1991 the Curriculum Committee was formed with 20 members, including community representation. The committee met 11 times with the Board approving their recommendations May 21, 1991.

The Bob Reeve High School Vocational Advisory Council, Ann C. Stevens Elementary Principal's Advisory Council, and the Bob Reeve High School Handbook Committee also include community participation.

In September 1991 the MMMS/BRHS and ACSE faculty developed individual building goals.

Superintendent's Highlights

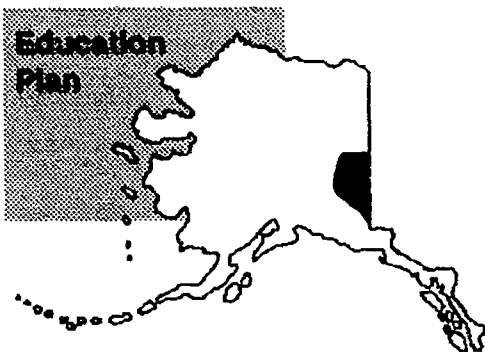


The Adak Region School Board's education goals and objectives are evidence of an ongoing commitment and dedication to provide the best education to the community's children. The mission of the District is to provide learning experiences that help each and every child to achieve his/her maximum intellectual, social, physical, emotional, and moral development. The School Board's philosophy of education is that the responsibility of education is a team effort — shared by everyone in the community including the children, all school employees, teachers, and parents. It is believed that the efforts of the District are successful when each student demonstrates the fundamentals required for competent citizenship, which far exceed the strategies and expectations of America 2000, the current national agenda.

District Characteristics

District Population	5,177
Number of Schools	2
Square Miles	1,348
Teachers FTE	43.1
Enrollment PE-12	717

Goals	Strategies	Measurements
Top five district goals as determined by community survey.		
To recruit, select, and retain the best qualified personnel for all district positions.	<ul style="list-style-type: none"> actively recruit at job fairs and universities utilize teams to serve on selection committees form committee to review hiring and selection process develop exit interview questionnaire 	<ul style="list-style-type: none"> zero turn over actual utilization of hiring process and successful hiring of best qualified personnel
To develop a comprehensive curriculum for the middle school and review elementary and high school curriculum	<ul style="list-style-type: none"> form district wide curriculum committee emphasize critical thinking skills in K-12 curriculum 	<ul style="list-style-type: none"> grades 5-8 and 9-12 curriculum updated, revised, and new courses written grades K-4 curriculum revised scores on Iowa Test of Basic Skills
To solicit and recruit parent/citizen involvement in the Adak Region School District on an ongoing basis.	<ul style="list-style-type: none"> increase parent/citizen participation at board meetings include parents/citizens on district committees survey parents/citizens on educational programs, assessment programs, and teaching form parent/citizen group establish Principals' Advisory Committee 	<ul style="list-style-type: none"> number of parents/citizens involved on committees number of parents/citizens involved at schools number of parents/citizens attending board meetings
To develop effective strategies and techniques to ensure positive employee morale and involvement in the decision making process.	<ul style="list-style-type: none"> utilize committees in decisions which affect them develop and implement Principal's Advisory Committees develop recognition programs develop exit interview questionnaire develop employees' needs survey develop staff development program 	<ul style="list-style-type: none"> results of exit questionnaire results of needs survey test scores will improve zero turn over utilization of staff development program
To assess the current extra-curricular activities and expand the programs to offer all students an opportunity to participate.	<ul style="list-style-type: none"> develop plan to increase participation in extra-curricular activities assess programs offered presently begin swim team 	<ul style="list-style-type: none"> number of students participating in extra-curricular activities number of extra-curricular activities



Alaska Gateway Schools

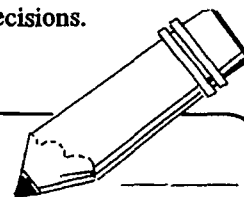
Spike Jorgensen, Superintendent

Students, Parents, Teachers, Community Member Participation

The Alaska Gateway School District has used an educational planning process for the last ten years which utilizes public meetings and questionnaires to each of the communities in order to determine the program and goals for the next year. This planning process, at the present time, is being replaced by the Strategic Plan, which is a combination of strategic planning, Chapter 173 (report card reporting) and the old educational planning process.

Strategic planning requires public meetings and gathering of data from public and students before the process is put into place to establish the goals for the plan at each of the schools. Persons who wish to change the direction of a school can become very influential and make a significant difference in the quality of education by serving on the Advisory Boards at each site, or the many councils and committees that make the policy decisions.

Superintendent's Highlights



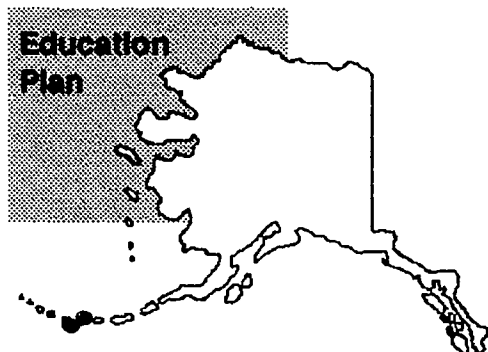
Bill Buckley once asked Mortimer Adler what made him so sure that all children can learn. Adler shot back, 'Well, Bill, I don't know that all children can learn, but on the other hand, you are not absolutely confident they can't, so I'd rather live by my hope than your doubt.'

We all know that success has to be recognized by others and the individual involved before self-esteem is developed and enhanced. We know that many of the students from Alaska Gateway School district succeed in college and we know that there is a large contingent that return to their home communities. We know that the rate of marijuana use by students in our schools is three times the national average and the associated strategies reflected within each school's plan address these issues. It is imperative that this is where group think stops and individual analysis and instruction begins. Adler's hope, building on strengths, and providing instruction that every child needs are going to enhance the results that everyone will see on next year's report card.

District Characteristics

District Population	2,281
Number of Schools	8
Square Miles	20,649
Teachers FTE	38.8
Enrollment PE-12	507

Goals	Strategies	Measurements
Improve internal and external communication.	<ul style="list-style-type: none"> • Northway: develop cultural orientation for staff; develop plan for unification of school and community • Eagle: increase communication between regional board and ASB community • Tok: develop active model for parental involvement and participation in decision making; involve community in meetings and educational process • Tetlin: get better leadership and representation 	
Seek funding and develop alternative programs for students seeking opportunities above and beyond the minimum requirements for graduation.	<ul style="list-style-type: none"> • Mentasta: Indian Programs back to local control; use school and local resources to develop student run businesses • Eagle: address needs of students with special interests and needs • Dot Lake: teach students to have more positive attitude; graduate responsible students 	
Develop and implement through the school and other qualified sources, programs and curricula to meet the needs of students.	<ul style="list-style-type: none"> • Mentasta: develop and utilize talent pool within village; use available satellite technology to establish relationships with another country • Eagle: increase curriculum with use of satellite programs and local expertise • Northway: develop cultural curriculum; develop strong vocational education program • Tetlin: teach Athabascan culture • Dot Lake: keep current on available educational options and training 	
At the end of the 8th grade students will be involved in developing an individual plan (traditional or alternative) for graduation.	<ul style="list-style-type: none"> • Eagle: options for school day scheduling and school year calendars • Tok: develop alternative means of education to meet needs of students • Tanacross: raise academic level of students and measure it effectively 	
Analyze funding from the existing budget and aggressively pursue innovative funding from public and private sources in order to establish our objectives/mission.	<ul style="list-style-type: none"> • Tanacross: seek additional funding to improve and update materials • Mentasta: gear up for more students 	
Actively motivate and integrate parents, students, and community to participate in the educational process.	<ul style="list-style-type: none"> • Eagle: form additional parent advisory group • Mentasta: make opportunities for community and school to work together; get school and community more involved in sports • Tetlin: more community/staff involvement and cooperation 	
Define expected student outcomes.	<ul style="list-style-type: none"> • Tok: develop scope and sequence for curriculum, learner outcomes and performance indicators 	
Aggressively pursue the cooperation of the community agencies in training, prevention and needed services.	<ul style="list-style-type: none"> • Northway: use all resources in this area to help high risk students 	
Evaluate and redefine the function of the resource center/libraries and correspondence studies program to determine the feasibility of combining these resources.	<ul style="list-style-type: none"> • develop survey to determine levels of satisfaction of persons who use Correspondence Study, resource centers and libraries • formulate study group to make recommendations to Regional Board • complete questionnaire and survey, March 30, 1992 • make recommendations, June 1, 1992 	
Provide training for staff, community members, parents and students in order to facilitate participation in meeting the strategic planning objectives.	<ul style="list-style-type: none"> • principals receive training on Strategic Planning procedures • principals work through local advisory school boards and appropriate planning groups in accordance with training received 	



Aleutian Region Schools

Joseph B. Beckford, Superintendent

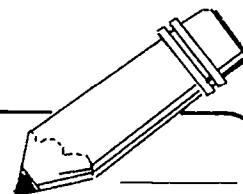
Students, Parents, Teachers, Community Member Participation

Elements of this plan were discussed at Board meetings on September 12 and 19, October 17 and December 5, 1991. Additionally, a special work session was held by the School Board on December 14, 1991 at which time elements of this plan were discussed.

Opinion surveys developed by the National Study of School Evaluation were distributed to teachers, students, and parents. A survey of community members is scheduled.

Teachers' meetings have centered upon elements of the plan, and the teaching staff is currently working on standards for student projects, scheduling, and inservice requirements for moving toward a project centered curriculum. Inservice this year will focus on cooperative learning strategies as a classroom management technique and learning tool.

Superintendent's Highlights

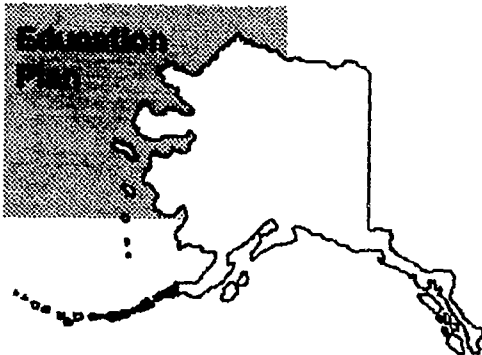


The 1991-92 Education Plan for Unalaska City and Aleutian Region School Districts focuses upon elements of the Fourteen Points Toward Improved Educational Productivity as authored by Arthur Anderson and Company. The fourteen points, are in response to both A Nation At Risk and America 2000, and they are modeled after the fourteen points used by W. Edwards Demming for improving manufacturing productivity.

District Characteristics

District Population	726
Number of Schools	2
Square Miles	3,542
Teachers FTE	3.9
Enrollment PE-12	28

Goals	Strategies	Measurements
Develop higher order thinking skills.	<ul style="list-style-type: none"> participate Alaska Writing Consortium train teachers in writing assessment join statewide curriculum projects and have teachers trained in-service teachers in area of criterion referenced test development 	<ul style="list-style-type: none"> assessment of writing samples survey teachers, students, and parents to ascertain their opinions of district programs and movement towards goal analyze performance on locally developed criterion referenced test and nationally norm referenced tests evaluate testing for balance and questioning strategies
Align teaching and testing with curricular objectives.	<ul style="list-style-type: none"> align curriculum, instruction, and testing during curriculum review conduct teacher inservicing for purpose of developing test formats and test questions which are heirarchally balanced and which are checked for alignment compare curricular objectives against grade level objectives on Iowa Test of Basic Skills 	<ul style="list-style-type: none"> analyze criterion and norm referenced testing for achievement (item analysis) and alignment
Increase student engagement in learning process and reduce non-productive time.	<ul style="list-style-type: none"> investigate development of in-depth projects as part of curriculum investigate making project part of graduation requirement and/or optional investigate increasing length of class periods 	<ul style="list-style-type: none"> establish minimum standards for projects results of norm and criterion referenced testing results of student opinion surveys to determine strengths and weaknesses of projects results of testing and surveys to determine effectiveness of longer class periods
Transform teachers from lecturers to managers.	<ul style="list-style-type: none"> create environment which encourages experimentation and risk taking in attempting to achieve strategic goals investigate cooperative learning as classroom management technique for teachers and learning technique for students 	<ul style="list-style-type: none"> results of norm and criterion referenced testing results of student, parent, and teacher surveys



Aleutians East Borough Schools

Tom Ryan, Superintendent

Students, Parents, Teachers, Community Member Participation

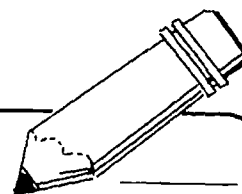
Each Aleutians East Borough School District Board meeting has considered aspects of the Education Program Plan, its progress, any problems, and plans for improvement.

Advisory School Board meetings included review of the Education Plan and provide a public forum for presentation of concerns, problems, and suggestions.

Strategic Planning meetings included broad assessment of every activity, class, program, or endeavor of the schools. The prioritizing process involved students, staff, parents, ASB's and Board members. The process was completed 100% in public, with frequent publication of products throughout the year.

Each year the Advisory Education Committee at each accredited school reviews the Annual Report for the Northwest Accrediting Association, checking validation of the last self-study and reviewing district programs as they compare to Northwest Standards.

Superintendent's Highlights

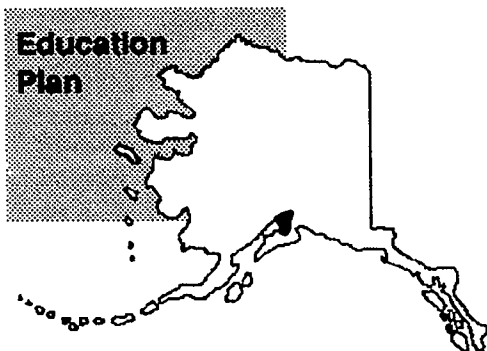


This district's education plan was developed in 12 strategic planning meetings involving students, faculty, and advisory boards, parents, and board member from each of our six communities. We assessed every extra-curricular activity, academic class, program, or endeavor of each school. The prioritizing process was subjected to three months of public review and comment. In response, the Board passed a resolution and a district action plan for dealing with funding decline, as well as generating increased borough-district cooperation in planning to provide an enriched, technologically competitive, cost-effective program for the 21st century.

District Characteristics

District Population	1,481
Number of Schools	6
Square Miles	7,348
Teachers FTE	38.2
Enrollment PE-12	370

Goals	Strategies	Measurements
Inservice training for boards and staff.	<ul style="list-style-type: none"> • staff development planned that supports districts' mission and goals • staff and board members attend workshops and conventions • schedule training for board members and administrative staff 	<ul style="list-style-type: none"> • written reports of each training session • participation in statewide conferences and in-service training is measured by ASB perception of can-do positive attitude of employees and in Superintendent's perception of implementation • written evaluations of inservice training
Continuous development of research based, proven curriculum including computers and high-tech learning tools.	<ul style="list-style-type: none"> • pre-service training session for all new certificated staff • two day in-service for teachers and selected aides • science committee review existing technology and make recommendations • train principals in electronic mail procedures and networks • review curriculum development schedule • post-service meeting for principals and principal teachers to evaluate year's training cycle 	<ul style="list-style-type: none"> • evaluation instrument for each in-service • implementation of training
Develop close working relationship between schools and borough agencies and others serving students.	<ul style="list-style-type: none"> • Superintendent met with Borough Mayor, Administrator, and Finance Officer to establish lines of communication and common procedures • adopt formal agreement with Borough Health Department • establish cooperative Peer Helper/ Natural Helper and Alternative Activities program in partnership with Borough Health Clinicians 	<ul style="list-style-type: none"> • Borough voted extra \$517,000, in operating funding to school district to sustain program this year • number of students referred through district personnel for counseling • construction project evaluations funded by Borough
Promote availability of crisis counseling programs.	<ul style="list-style-type: none"> • include crisis counseling in pre-class briefing • post crisis line phone number at each school 	<ul style="list-style-type: none"> • number of crisis calls • number of student crises averted or abated by peer contact or counselor contact
Develop a strategic plan to maximize student achievement in the event of funding decline.	<ul style="list-style-type: none"> • Superintendent meets with students, staff, and Advisory School Boards • Board reviews the Strategic Plan results and adopt Strategic Plan resolution 	<ul style="list-style-type: none"> • Strategic Plan specifying actions in event of funding decline adopted by Board • Strategic Plan published and distributed
Promote partnership with the borough regarding facility planning and maintenance.	<ul style="list-style-type: none"> • discuss facility planning needs of district • agree that projects costing more than \$25,000 are capital construction and responsibility of Borough • agree that District should schedule routine summer preventive maintenance 	<ul style="list-style-type: none"> • required maintenance accomplished without undue delay • facility planning projects submitted to Department of Education include engineering evaluations and architect's assessments



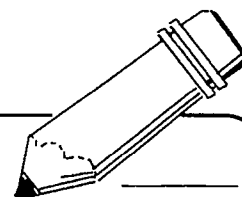
Anchorage Schools

Thomas O'Rourke, Superintendent

Students, Parents, Teachers, Community Member Participation

The District has employed a three-prong approach to planning during the 1991-92 school year: 1) A community-wide initiative call *Winning with Stronger Education* (WISE); 2) A district-level planning activity based on School Board developed goals; and 3) A school-level process involving staff and community which may act as a precursor to *site-based planning and management*.

Superintendent's Highlights

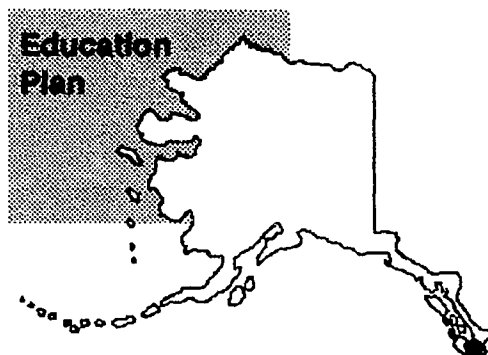


The Anchorage Educational Plan for 1991-92 was developed around three major themes: 1) outcomes as a guiding force, 2) community participation in identifying the goals of education, and 3) unit level planning to translate visions into reality. The processes used this year were the first step in developing an on-going review of Anchorage K-12 education based on the three principles cited above. The task to move from a process orientation to an outcome orientation is difficult, but worth it. The eventual result is quality education for all students in the Anchorage School District.

District Characteristics

District Population	221,884
Number of Schools	80
Square Miles	1,884
Teachers FTE	2,391.9
Enrollment PE-12	44,749

Goals	Strategies	Measurements
To increase the use of <i>outcome</i> indicators in education program evaluation and review as opposed to <i>process</i> indicators.	<ul style="list-style-type: none"> • identify <i>outcome oriented</i> goals • district and building level plans which emphasize student outcomes • emphasize <i>Report Cards</i> student outcomes • scope and sequence/framework documents with outcome expectations • develop competency based high school graduation requirements 	<ul style="list-style-type: none"> • existence of specified products and reports • Board's discussion of instructional issues focus on <i>outcomes</i>, rather than <i>processes</i>
The enrichment of the educational program offered to students through minority role models as presented by minority certificated staff members.	<ul style="list-style-type: none"> • actively recruit minority staff • institute minority recruitment coordinator position • recruit applicants to meet District's goal on affirmative action • retain minority staff 	<ul style="list-style-type: none"> • achievement of affirmative action goal • rate of retention of minority staff • recruitment and hiring of 60 to 70 minority teachers yearly
Implement a budget development process which will include : <ul style="list-style-type: none"> » expanded School Board planning and direction opportunities; » consistency with community and Board goals and objectives; » public involvement and consideration of public input; » planned allocation of resources to maximize educational opportunities; » a responsive financial plan which is in balance with revenues. 	<ul style="list-style-type: none"> • identify educational program needs • request public testimony • project revenues consistent with existing formulas • relate community, WISE, and Board goals with instructional program alternatives and priorities • identify limited increase in school budget development options • consider and evaluate alternative approaches to budgeting by site-based management committee • develop budget on continuation of service level basis 	<ul style="list-style-type: none"> • minutes documenting Board discussion of priorities and directions for next year to give administration direction for budget development • minutes of public meetings documenting public involvement • prioritized add and delete lists to maximize resources devoted to education • balanced budget for 1992-93
To make cable television more effective as a communication tool in reaching the community.	<ul style="list-style-type: none"> • cable channel used to carry more information about District through: <ul style="list-style-type: none"> » video news vignettes » converting graphic artist position to communication specialist position » repeat broadcast of Board meetings » monthly television talk show » schools providing material 	<ul style="list-style-type: none"> • attainment measured by whether or not strategies were accomplished
Smaller class size.	<ul style="list-style-type: none"> • investigate proposed education plans to reduce class size at elementary, middle, and/or secondary levels 	<ul style="list-style-type: none"> • selection and implementation of plan or plans to reduce class size
To identify capital projects that will address the housing of students, programs, and inequities between and among schools.	<ul style="list-style-type: none"> • identify specific inequities and space needs in each school • commission study of all sites 	<ul style="list-style-type: none"> • recommendations of districtwide facilities task force • report of architectural/engineering firm
To offer a wide range of educational opportunities and alternative programs to the clients of the District.	<ul style="list-style-type: none"> • expand study of foreign languages • offer middle school programs • geographic distribution of optional programs within district • expand S-W-S options 	<ul style="list-style-type: none"> • identify and count number of different options available • count number of students involved in options and alternatives



Annette Island Schools

Walter Bromenschenkel, Superintendent

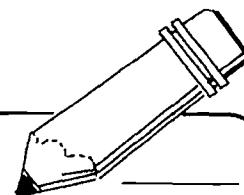
Students, Parents, Teachers, Community Member Participation

In the Spring of 1990 Annette Islands School District surveyed the community to solicit opinions concerning school performance and operations. We received approximately four hundred twenty-five responses. These responses included comments by parents, students and teachers. The *Summary of Major Findings Resulting from the Community Survey and Related Recommendations*, will be used in the development of the district's long range plan and administrative decision making.

Parents, students and teachers will be involved in both the accreditation and the weighted scale grading systems policy development. All parents are encouraged to participate in committee meetings which are posted via cable television.

Parent conferences continue to be the most effective method of getting information to the parents about their child's school performance. Parent conferences are often held to discuss specific performance issues and not limited to quarterly reporting periods.

Superintendent's Highlights

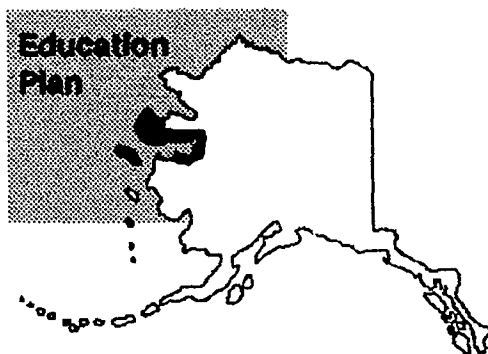


Annette Islands School District provides a comprehensive education program for approximately 430 students. The district is developing a long range strategic plan for school improvement, updating policies, and establishing procedures to meet legislative mandates and accreditation standards.

District Characteristics

District Population	1,502
Number of Schools	2
Square Miles	8,978
Teachers FTE	34.8
Enrollment PE-12	416

Goals	Strategies	Measurements
Complete the development of a school district strategic plan.	<ul style="list-style-type: none"> establish mission statement, vision, values and goals statements administration meets with community members and employees staff, high school students, parents, and community members review and prioritize objectives and activities to achieve goals establish action teams to develop plans, cost/benefit analysis and time line 	<ul style="list-style-type: none"> strategic plan approved by Board
Implement the process and procedures necessary to meet the legislative mandates required in A.S. sec 14.03.120, (the report card law).	<ul style="list-style-type: none"> complete strategic planning process assure strategic planning process establishes goals and priorities and means of measurement for achievement of district goals and priorities actively encourage students, parents, teachers, and other members of community to participate in preparation of strategic plan implement procedures to assure required objective data components are collected conduct community survey on parent involvement 	<ul style="list-style-type: none"> <i>School District Report Card to the Public</i> published, November 1992
Develop a superintendent evaluation system for use by the Board of Education.	<ul style="list-style-type: none"> establish Board subcommittee for designing superintendent evaluation system identify major performance objectives, gather and examine information related to superintendent evaluations develop draft and present to Board review superintendent evaluation system with superintendent 	<ul style="list-style-type: none"> superintendent evaluation system adopted as School Board policy
Develop a plan to implement the May 1991 accreditation study recommendations for the middle school and high school.	<ul style="list-style-type: none"> principals develop 3-5 year plan to implement recommendations select committee of teachers, parents, and students to review and prioritize recommendations develop action plans for implementing each critical recommendation 	<ul style="list-style-type: none"> plans approved by Board accreditation recommendations will be prioritized and implemented over a 3-5 year period
Conduct a study of the weighted scale grading system used for class ranking in selection of valedictorian and salutatorian to make recommendations to the Board of Education in updating the policy.	<ul style="list-style-type: none"> survey high school instructors prerequisite status, required or elective, for each course offered at high school appoint committee to gather information study data and prepare recommendation committee drafts recommendations for school board policy 	<ul style="list-style-type: none"> policy regarding weighted scale grading system for selecting Valedictorian and Salutatorian is updated



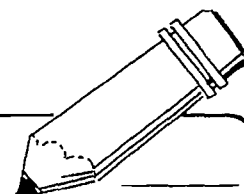
Bering Strait Schools

David Bowling, Acting Superintendent

Students, Parents, Teachers, Community Member Participation

The District's Education Plan was developed utilizing direct input from local advisory education committees, curriculum steering committees and staff input. A draft of District goals was developed and presented at a public School Board meeting. That draft was made available to the communities and schools through their local advisory committees, and comment and input was received. Following a period for input and at a later School Board meeting the goals were finalized and adopted by the Board.

Superintendent's Highlights



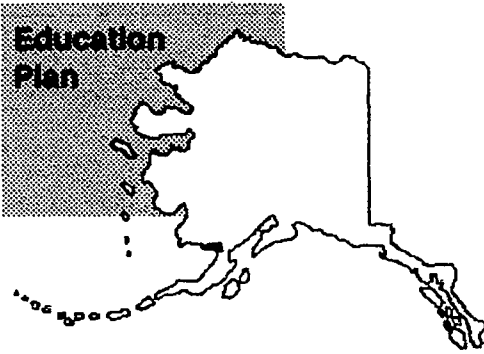
Paralleled with the America 2000 National Education Goals, Bering Strait School District is working collaboratively with other social agents and community services to provide a quality education for all students.

Working cooperatively with parents and advisory education committees, our eleven member Board of Education has set goals to improve instructional systems within our district so that all students learn successfully. In pursuit of this quest, our schools provide a variety of educational opportunities richly enhanced with developmentally appropriate, whole-language, and hands-on activities.

District Characteristics

District Population	4,733
Number of Schools	15
Square Miles	24,240
Teachers FTE	140.5
Enrollment PE-12	1,530

Goals	Strategies	Measurement
Increase parent participation in school programs and the learning process.	<ul style="list-style-type: none"> develop and implement plan for increased parent involvement at school and local level implement local Advisory Education Committee participation incentive program implement local school program evaluation and planning process provide parent and community newsletters and communications of local interest 	<ul style="list-style-type: none"> establish baseline data concerning parent involvement at each school and monitor for positive changes monitor Advisory Education Committee participation and those achieving specified goal for incentive program collect, compile and review all local school program evaluations and planning documents community surveys and local school evaluations
Continue to review, examine, and improve the curriculum and instructional efforts of the District.	<ul style="list-style-type: none"> continue implementation of developmentally appropriate early childhood education program develop and implement developmentally appropriate primary curriculum program review secondary curriculum, program, and graduation requirements for District and local appropriateness as well as post secondary preparation expand course offerings and ability to offer specialized classes implement Star Schools Project at pilot sites 	<ul style="list-style-type: none"> continued developmental growth of E.C.E. students as indicated by norm reference testing and informal evaluation implementation of primary program and successful transition of E.C.E. students into elementary curriculum as measured on standardized testing development and implementation of criterion based curriculum and skill performance levels for students successfully completing high school program monitoring and tracking of course work offered and student participation
Continue to provide and expand staff development and inservice training activities supportive of improving student performance.	<ul style="list-style-type: none"> provide new teacher orientation to District and specifically instructional programs and curriculum provide staff inservices for special education, counseling, and bilingual staff members provide mentor support to individual staff members demonstrating specific needs inservice building principals concerning instruction methods and improved supervision provide and facilitate relevant professional development opportunities outside District program 	<ul style="list-style-type: none"> completion of Districtwide inservice completion of all inservices required by regulation documentation of curriculum training documentation of training improved student performance on standardized testing



Bristol Bay Borough Schools

Richard Leath, Superintendent

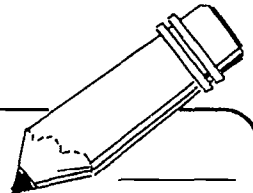
Students, Parents, Teachers, Community Member Participation

The elected school board members and their administrators solicited input from the general public through a series of meetings.

- Parent Advisory Committee meetings
- open forum meetings through our community education program
- open house
- parent/teacher meetings in the schools
- well advertised School Board meetings

Input into this process was also sought through the use of student and parent questionnaires. These questionnaires were sent out twice, at four month intervals. All public meetings were held in the schools of the communities.

Superintendent's Highlights

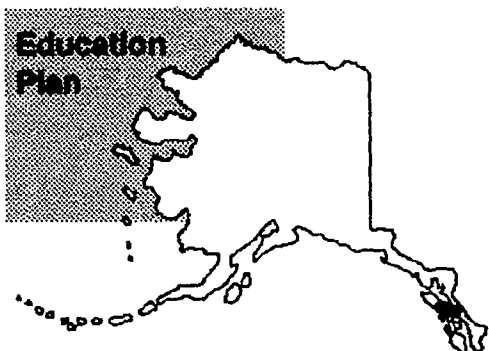


The Bristol Bay Borough was formed in order that the local residents could run their own school district. From that time until the present, community expectations of the schools are very high. The educational plan for this district provides a method of measuring the results of our testing efforts and also provides for a way of disseminating this information to the general public.

District Characteristics

District Population	1,401
Number of Schools	3
Square Miles	873
Teachers FTE	22.9
Enrollment PE-12	324

Goals	Strategies	Measurements
To provide an instructional program that will enable our students to score above the 50th percentile on the nationally normed Iowa Test of Basic Skills.	<ul style="list-style-type: none">• continue to evaluate and upgrade curriculum to insure an instructional program that provides our students with knowledge needed to accomplish goal• hire and maintain very best instructional staff possible	<ul style="list-style-type: none">• review results on Iowa Test of Basic Skills
To improve the image of the School District with its public through better communication between the schools and the communities.	<ul style="list-style-type: none">• monthly newsletter to promote activities of schools• increase utilization of local media to promote district and its programs• utilize opportunities to meet with various civic organizations to promote district and its programs	<ul style="list-style-type: none">• periodic use of school district generated questionnaires to assess general public's attitude toward schools



Chatham Schools

Bob Mutch, Superintendent

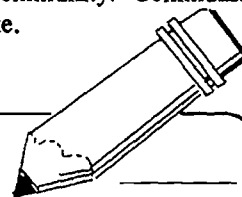
Students, Parents, Teachers, Community Member Participation

The goals presented are in priority order. The Board of Education established curriculum review and revision as the highest priority in February, 1991. It was determined at that time the effort should be outcome-based, sequenced and include proposed methods of alternative assessment. Math and science skills were identified as the highest priorities in the community survey.

In November of 1991 the Board selected Strategic Planning as the method to focus the school restructuring process and increase parent and community involvement educational planning. The strategic planning will involve all of the people of the district. Parents, students, and community members have been asked to assist the district by participating in the community prioritization survey and action teams. Teachers are actively involved in the planning process as action team leaders and members.

The internal facilitator will conduct community meetings in each community to review the information gathered and used in the planning process. In addition the products of the planning process, the mission, beliefs, policies, will be shared with each community. Community members will be asked to participate in action teams as appropriate.

Superintendent's Highlights



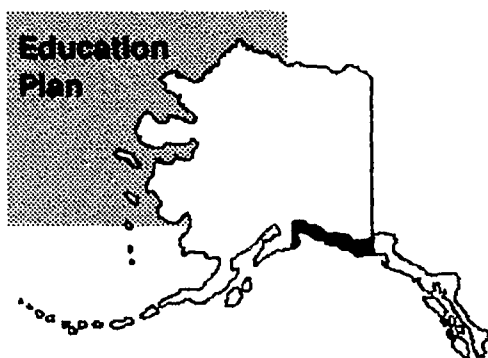
The Chatham School Board and administration is striving to provide the best quality of education possible within the parameters of limited resources. Instructional staff in all subject and grade levels are establishing learner outcomes and diversified assessment plans. Science, outdoor studies, (K-12) and mathematics, (K-12) are our highest priorities for complete curriculum review and alignment for 1991-1992 school year.

Strategic planning will provide a policy framework for focusing limited resources for school improvement. The parents and community have been and will continue to be involved in designing the future of the Chatham Schools.

District Characteristics

District Population	1,277
Number of Schools	9
Square Miles	43,992
Teachers FTE	38.7
Enrollment PE-12	378

Goals	Strategies	Measurements
<p>Establish learner outcomes and a sequential instructional program for K-12 mathematics and science curriculum.</p>	<ul style="list-style-type: none"> • select two curriculum study committees to work as teams in review and revision of K-12 mathematics and science curricula • provide inservice and release time for staff to study outcome based education and develop learner outcomes • committee gathers and analyzes information to assure proposed outcomes are supportive of district goals and objectives and aligned with instruction and assessment • committee recommends adoption of basic and supplemental instructional materials and resources • committee recommends inservice activities needed to implement curriculum revisions • committee recommends diversified methods of performance assessment particularly for reasoning and problem solving skills • prepare and submit proposals for curriculum revisions 	<ul style="list-style-type: none"> • mathematics and science curriculum reflects sequential program of study to achieve established learner outcomes, June 1992
<p>Complete a long range strategic plan for school improvement.</p>	<ul style="list-style-type: none"> • train and select internal facilitator • establish Board's mission, beliefs and policies of district • parents, staff and community members surveyed regarding their perceptions of important learner outcomes for students. • Action Teams prepare operational objectives, action steps to implement strategies, and draft a cost-benefit analysis for each operational objective • hold meeting of internal facilitator and action team leaders to finalize action plans and cost benefit analysis • internal facilitator and action team leaders present completed Strategic Plan to Board 	<ul style="list-style-type: none"> • Strategic Plan adopted to guide policy and resource allocation for school improvement



Chugach Schools

Robert Brown, Superintendent

Students, Parents, Teachers, Community Member Participation

The Chugach School District developed this Educational Plan to provide our school system the direction and stability necessary to reach its potential.

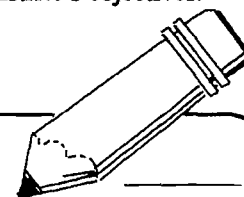
Planning decisions involved: day long meetings in each site with Educational Advisory Committees and all staff members participating; community meetings to gather public input; and meetings with students and agencies. This part of the plan development helped verify the accuracy of the information and prioritized its content.

We agreed the plan will link our school district to important issues; such as the preservation of the local culture and economic development of our future citizens.

The Chugach School Board believes that a well developed plan will provide the guidance we need to help our educational system build productive partnerships with our community.

The Chugach School District will continue to improve the curriculum development process as a tool to meet the changing needs of students and to meet the district's objectives.

Superintendent's Highlights



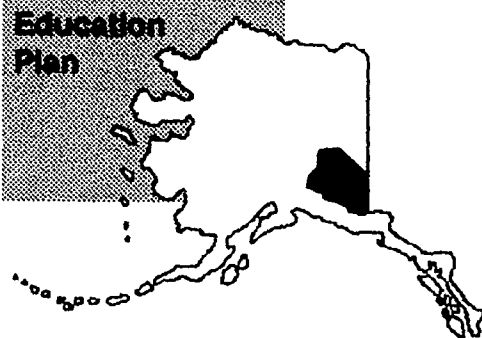
The educational plan for the Chugach School District represents ideas and input from numerous educational groups including Educational Advisory Committees and staff.

The Chugach School District adopted the ten (10) goals for education at its regular meeting held on June 19, 1991.

District Characteristics

District Population	775
Number of Schools	5
Square Miles	20,200
Teachers FTE	11.1
Enrollment PE-12	131

Goals	Strategies	Measurements
Students will acquire basic skills in obtaining information, solving problems, thinking critically, and communicating effectively.	<ul style="list-style-type: none"> • assist students to achieve beyond minimum levels • offer appropriate instruction • communicate in global society • engage in problem solving activities 	<ul style="list-style-type: none"> • ITBS performance levels • districtwide progress report K-12 • student portfolio and self-report • high school diplomas or equivalent • results of norm or criterion test
Students will acquire job entry-level skills, and acquire knowledge necessary for further education, so that it serves as basic universal application for all students.	<ul style="list-style-type: none"> • updated career information • competency based curriculum • opportunities to achieve at highest level • college and vocational course options 	<ul style="list-style-type: none"> • AK Career Information System • Quest Self-Assessment Instrument • results of graduate follow-up studies • number participating in R.S.V.P.
Students will learn to enjoy the process of learning and acquire skills necessary for a lifetime of continuous learning and adaptation.	<ul style="list-style-type: none"> • parent training that facilitates enjoyment of teaching and learning • support and encourage volunteerism • provide for variety of learning styles • provide assistance to each student to achieve beyond minimum levels • each student will be recognized and valued as an individual 	<ul style="list-style-type: none"> • attendance • post-secondary questionnaire • parent questionnaire following student withdrawal • districtwide progress reports, K-12 • ITBS performance levels • student portfolio
Students will acquire a stock of basic information, covering the principles of physical, biological, and social sciences, history, and current social issues, including knowledge of the environment.	<ul style="list-style-type: none"> • promote student achievement • competency based curriculum • employ process skills of science • understand interdependence of people and environments 	<ul style="list-style-type: none"> • ITBS, ACT, SAT and CRT performance levels • performance on Writing Assessment • student portfolio and performance reports • language assessment surveys
Students will become an effective and responsible contributor to the decision-making processes of the community, state, country, and world.	<ul style="list-style-type: none"> • participate in Geography Bee, Citizen Bee, and Close Up • participate in Native Youth Leadership activities 	<ul style="list-style-type: none"> • student journal • ITBS performance levels • students actively involved in student government
Students will acquire the ability to form satisfying and responsible relationships with other people, including those with social and cultural characteristics different from his or her own.	<ul style="list-style-type: none"> • implement multi-cultural curriculum • increase students' cultural awareness • train staff in language and culture • distance delivery curriculum • communicate in global society 	<ul style="list-style-type: none"> • students proficient in second language • criterion referenced tests • K-12 district wide progress reports • student portfolio • attendance tracking
Students will play satisfying and responsible roles in family life and society, including social customs, manners, morals, ethics, and integrity.	<ul style="list-style-type: none"> • provide for parental involvement • improve parent/teacher conferences • support development of parenting skills • implement multi-cultural curriculum 	<ul style="list-style-type: none"> • districtwide progress reports • student portfolio • newsletters • high school graduate follow-up
Students will acquire the knowledge and attitudes for health in physical, mental, and emotional maturity.	<ul style="list-style-type: none"> • K-12 health curriculum • offer mental health and emotional counseling 	<ul style="list-style-type: none"> • criterion referenced tests • K-12 district-wide progress reports
Students will express himself or herself creatively in the arts, and appreciate the aesthetic expressions of others.	<ul style="list-style-type: none"> • opportunities to exhibit and achieve in fine arts • offer Artist-In-Residence program 	<ul style="list-style-type: none"> • student portfolio • K-12 district-wide progress reports
Students will develop an understanding of his or her own worth, abilities, potentialities, and limitations.	<ul style="list-style-type: none"> • recognize and value individuals with differing needs and learning styles • assist students to achieve potential 	<ul style="list-style-type: none"> • Job-0, ASVAB • Quest self-assessment survey • COPS, CAPS, and COPES



Copper River Schools

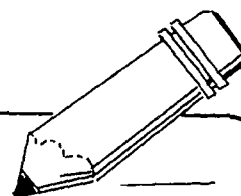
Gordon Tope, Superintendent

Students, Parents, Teachers, Community Member Participation

In order to gather input from staff and community the following meetings were held to discuss goal setting, plans for achieving goals, and evaluation:

- School Board--regular meetings and committee meetings
- Building Administrator and District Office staff meetings
- PTO/PTA meetings
- Special committee meetings combining school and community members (Vocational Education advisory committee, technology committee, curriculum review committee).

Superintendent's Highlights

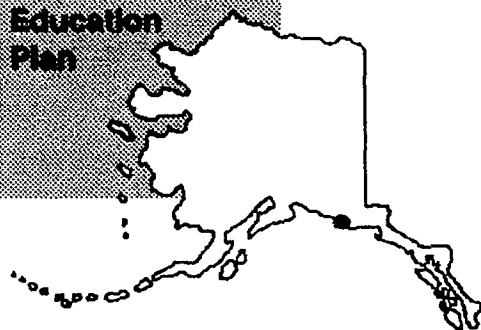


The District has refocused its financial and personnel resources in order to maintain its ranking among the top districts in the state. This districtwide effort is outlined in the Board of Education Goals and Mission Statement. In addition, the District is expanding its secondary course offerings in academic areas and broadening technological experiences for all students while enjoying a low pupil teacher ratio.

District Characteristics

District Population	2,702
Number of Schools	9
Square Miles	20,649
Teachers FTE	43.5
Enrollment PE-12	589

Goals	Strategies	Measurements
The District will develop for the 21st century a curriculum to prepare students for tomorrow's world, and the effective use of existing and new technologies. This relevant outcome-based curriculum will produce literate students who have the skills to handle the challenges of a more technologically demanding future and a world that requires even greater technological skills.	<ul style="list-style-type: none"> form committee to review technology and role it plays in the District draft mission statement, list of topics, and technologies reviewed by committee identify building administrators' plans for addressing Board goals 	<ul style="list-style-type: none"> committee submit written report to Board, January 1992 building administrators' identified plans for addressing Board goals
The District will develop a curriculum with a focus on preparing students to become proficient and inventive. Students will show demonstrated competency in challenging subject matter, critical thinking and problem solving. The CRSD will ensure that all students learn to use their minds well, so that they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.	<ul style="list-style-type: none"> review curriculum on rotating basis; K-6 language arts curriculum reviewed, 1992-93 identify building administrators' plans for addressing Board goals 	<ul style="list-style-type: none"> committee completes the review and recommends K-6 language arts curriculum (spelling, reading, English and writing) and adoption of texts
The District will aggressively pursue the hiring of highly qualified staff who are prepared to teach a more advanced curriculum and who also assume the challenging task of teaching students with diverse needs. A staff development program will be designed to enhance teaching skills. Building and sustaining a well-prepared teaching force will ensure effective instruction.	<ul style="list-style-type: none"> deal with personnel issues in timely fashion in order to participate in annual April job fair in Anchorage craft staff development plans during the budget process in order to ensure adequate funding for curricular enrichment activities identify building administrators' plans for addressing Board goals 	<ul style="list-style-type: none"> number of teachers nontenured that are retained annually
The District will establish and maintain a resource base to protect and ensure the continuity of programming from year to year, retain desired personnel, upgrade equipment to provide student access and training for an ever changing job market, and care of existing and planned facilities.	<ul style="list-style-type: none"> carry-over placed in maintenance fund to deal with maintenance related projects building administrators to identify their plans for addressing Board goals 	
The District will actively pursue funding for capital construction.	<ul style="list-style-type: none"> employ lobbyist to assist in achieving this goal 	



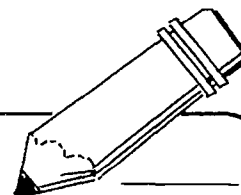
Cordova City Schools

Mike McHone, Superintendent

Students, Parents, Teachers, Community Member Participation

School Board members, community members, teachers, and the Superintendent worked together to develop the goal and strategies.

Superintendent's Highlights

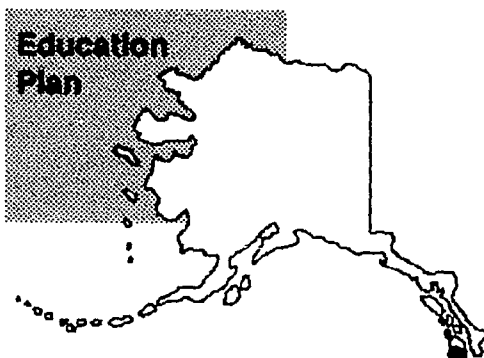


Technology is the present rave of the future. It is a reality that educators need to understand and use for the continuing improvement of educational services. Even in the time of financial uncertainty, the Cordova School District is planning for the future and the use of technology is an important part of that plan.

District Characteristics

District Population	1,984
Number of Schools	2
Square Miles	6
Teachers FTE	33.8
Enrollment PE-12	483

Goals	Strategies	Measurements
Develop strategies to guide the community in focusing on educational needs of the 21st century.	<ul style="list-style-type: none"> • school board presentation; request for approval of team • organize futurist presentation for staff, students, and community • appoint educational technology committee made up of volunteers from elementary and secondary schools and from community • organize vendor technology display for staff, students, and community • oversee work by educational technology committee to develop a Cordova Educational Technology Plan • Education technology committee will: <ul style="list-style-type: none"> » facilitate vision statement development » develop Cordova Educational Technology Plan » present plan to board 	<ul style="list-style-type: none"> • project completion, fully developed plan approved by community, staff, and School Board



Craig City Schools

John Holst, Superintendent

Students, Parents, Teachers, Community Member Participation

The process of developing a Strategic Plan for the Craig City School District is now complete. This plan, developed by the Strategic Planning Workshop Committee and the six Action Teams, mirrors very closely the *Alaska 2000* initiative, with emphasis on the same basic principles.

Superintendent's Highlights

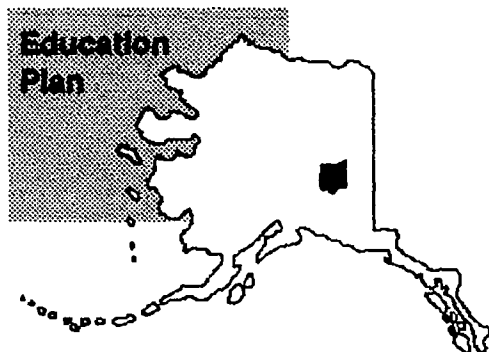
Extensive community involvement in the development of the strategic plan has dramatically improved school-community relations while providing a framework for meaningful change and program improvement within the guidelines set by the Alaska 2000 initiative. The District has used this strategic plan to provide:

- *advanced computer technology*
- *additional educational opportunities beyond the standard school year*
- *satellite-supported instruction*
- *Haida language preservation through creation of a computer driven Haida language dictionary*
- *additional course offerings taught by the superintendent and principal*

District Characteristics

District Population	1,260
Number of Schools	2
Square Miles	10
Teachers FTE	18.8
Enrollment PE-12	305

Goals	Strategies	Measurements
Develop and implement a consistent, innovative and global K-12 curriculum in all subject areas, with established outcomes and minimum competencies at each level.	<ul style="list-style-type: none"> development of curriculum guide with definite student outcomes training on outcome-based education models 	<ul style="list-style-type: none"> training activities for outcome-based education to take place publication of curriculum guide
Jointly examine all current K-12 course offerings at Craig, Klawock and Hydaburg to provide increased educational opportunities and reduce costs through cooperation and shared services.	<ul style="list-style-type: none"> provide increased educational opportunities reduce costs through cooperation and shared services 	<ul style="list-style-type: none"> specific courses offered cooperatively costs reduced through cooperative efforts plans for future cooperative efforts
Coordinate all special services and deliver those services in an integrated setting.	<ul style="list-style-type: none"> facilitate identification and enrollment procedure provide special services inservice training prior to beginning of each school year integrate special services, including special education, into regular classroom to highest extent possible 	<ul style="list-style-type: none"> students enrolled in efficient manner in special programs staff apply what learned in training program students' needs are met within classroom setting
Develop and implement an intervention plan for students identified as chronically tardy or absent.	<ul style="list-style-type: none"> implement attendance policy that encourages regular attendance policy does not disrupt learning process for any student 	<ul style="list-style-type: none"> attendance rate increases tardy rate decreases
Design a staff development program which will facilitate the implementation of the school district's mission statement.	<ul style="list-style-type: none"> develop stimulating and challenging educational environment conducive to learning which extends beyond classroom bring in local/area experts to enrich program in all aspects of native culture provide training time to develop school wide goals/objectives, long range and current provide training time for all staff on computers and available technology 	<ul style="list-style-type: none"> variety of educational programs offered cultural programs in school goals/objectives developed staff using computers and technology
Establish a defined program of communication for improving parental and community involvement K-12.	<ul style="list-style-type: none"> provide parent day to observe or participate in classroom activities monthly calendar with school events special events planned for parents and teachers and community volunteers provide information throughout community of school activities, programs and curriculum 	<ul style="list-style-type: none"> evaluation from parent day increased attendance at school events evaluation of recognition events



Delta/Greely Schools

Leland Clune, Superintendent

Students, Parents, Teachers, Community Member Participation

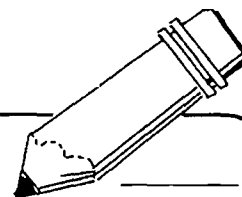
During the 1990-91 school year the District updated the policy and procedure manual. The Board adopted policy for Educational Philosophy, and Educational and Institutional Goals on May 2, 1991. This basic policy is the foundation of the education plan.

The Board reviews the goals annually to provide direction to the Superintendent. In January, 1992 the Board held a work session to review the goals and develop an Education Planning Report for the legislative requirements of AS 14.03.120. All Board meetings excluding executive sessions are open to the public and posted in the community.

The Board initiated a process for information gathering in September, 1991 to assist in the development of the education planning report. The Board examined the results of the ITBS test, previous planning efforts, and the preliminary results of a student opinion survey, a parent opinion survey, and a parent involvement survey all conducted in December, 1991. In addition the Board examined the results of the vocational education needs assessment.

The Board prioritized the current policy goals and educational outcomes for students was identified as the highest priority. After analyzing the available data and brainstorming educational outcomes the Board selected the four priority goals. The goals are presented in priority order. Each board member participated in writing the plan for achieving the goals and means of measuring achievement.

Superintendent's Highlights



The Delta/Greely School District selected the educational outcomes on January 11, 1992 at a facilitated worksession. They are long term, focused on the graduating class of 1995. These students will (a) have acquired a positive self image, (b) demonstrated the ability to solve problems, (c) demonstrated minimum competencies in English, math, science, and social studies, and (d) achieved basic competencies in understanding and using technology.

District Characteristics

District Population	4,123
Number of Schools	5
Square Miles	7,128
Teachers FTE	54.5
Enrollment PE-12	875

Goals**Strategies****Measurements**

Each student who graduates in June, 1995 will have acquired a positive self image by successfully completing an individualized four year program of study.

- provide comprehensive curriculum with options to enter higher education, trade or technical education or the world of work
- continue to seek supplemental grant funds to provide increased curriculum options and specialized support services
- provide environment conducive to learning
- continue and expand student recognition programs, including scholarships and awards
- increase number of students involved in school activities

- graduates completed individualized four year plan based upon interests, aptitudes and abilities, including participation in at least one student activity supportive of future plans, June 1995

Each student will demonstrate the ability to formulate a problem, search and locate source material, compile data, interpret and evaluate sources of information and draw relevant conclusions which lead to a solution or solutions.

- increase emphasis placed on developing and implementing curriculum strategies which focus on thinking and problem solving skills
- assure instructions aligned with curriculum and assessment
- provide staff development to assist instructors in designing, delivering, and evaluating thinking and problem solving skills and instructional methods for integrating math, science and technology
- provide teachers and students with most current educational technology

- work-study, math and science composite scores equal or surpass national average as measured by ITBS/TAP
- student group compared to itself bi-annually

Each student who graduates in June, 1995, will have successively completed a four year program of study and have demonstrated minimum competencies in English, science, math and social studies.

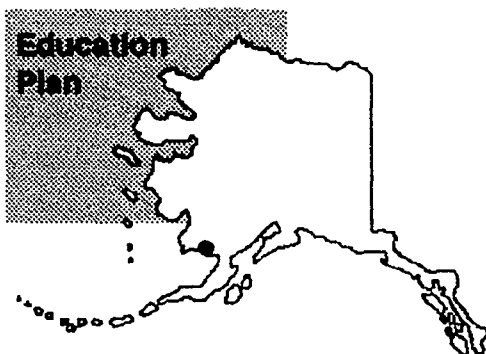
- develop and adopt curriculum-based criterion referenced examinations
- provide resources through supplemental grant fund acquisitions
- provide extra-curricular activities which support curriculum and instruction in science, social studies, math and English
- assist students in developing four year plan/program of study

- graduates complete individualized program of study including Board approved graduation requirements, participate in at least one school activity, and score in 50th percentile or greater on TAP

Each student who graduates in June, 1995 will have a basic competency in understanding and using technology.

- continue to increase use of computers in classroom
- implement new instructional program in technology education
- provide staff development in teaching and learning with computers and technology
- use instructional technology to expand curriculum options
- develop policy that defines basic competencies in understanding and using technology

- graduates demonstrate achievement of basic competencies, as defined in district policy, in understanding and using technology



Dillingham City Schools

Don Renfroe, Superintendent

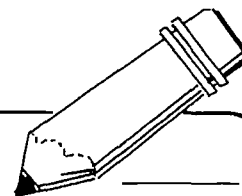
Students, Parents, Teachers, Community Member Participation

Surveys of parents, teachers, and students are conducted each year prior to applying for Federal and State grants. A general conclusion from each of the last three years would be that our schools should continue to place the greatest emphasis on improving basic skills (the 3 R's). In conjunction with that, students generally want more extra-curricular activities; teachers suggest that more needs to be done in the affective domain like self-esteem and motivation; parents express a greater interest on parenting skills, drug education and values, and that more attention should be paid to native language, history, and culture. These surveys form one basis on which the School Board relies to develop its goals.

In the summer of 1990, the School Board began a series of public hearings pertaining to its intent to adopt the *Outcomes for Public Education* as developed by the State School Board. During this time period, the proposed outcomes have been considered by the local PTA unit, the Native Education Committee, the student council, school faculty, and interested members of the community. That process was halted for a time as the new State Board and Commissioner developed their educational philosophy. Over the last two months, the School Board revived the process of considering *Outcomes for Public Education*.

A modified version of the "Outcomes" was distributed to all patrons of our District through the local newspaper. Public comment was taken by phone and personal contact by School Board members. The School Board considered all suggestions and adopted *Outcomes for Education* as official policy February 3, 1992.

Superintendent's Highlights

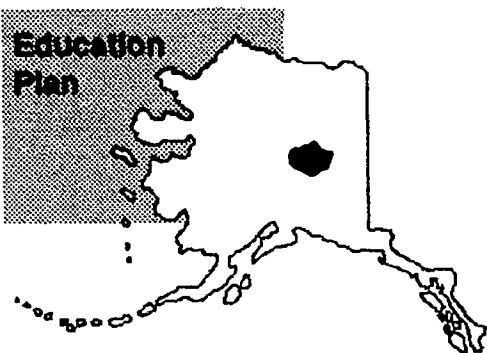


Our main goal is fundamental, not unique – Establish measurable student outcomes; list, record, and manage student progress; and report it to parent in such a way that they are assured that appropriate learning is taking place; and that they have a better awareness of how they can help in the process.

District Characteristics

District Population	2,125
Number of Schools	2
Square Miles	22
Teachers FTE	41.0
Enrollment PE-12	514

Goals	Strategies	Measurements
Improve student achievement.	<ul style="list-style-type: none"> • design and construct curriculum that contains scope and sequence of learner objectives for each grade and subject including management system to measure, record, and report student progress • create Director of Curriculum position • develop budget to carry out work of department • form committees of teachers and parents to review current course objectives • develop new scope and sequence framework for each grade/subject • develop means of measuring accomplishment of each objective (a system of regular periodic tests) • develop means of recording and managing performance of each student • report to parents performance of students as they progress through critical skills 	<ul style="list-style-type: none"> • compare results on ITBS • results of CRT's on student mastery of critical skills • performance on academic and athletic competition with other schools • compare performance of students against themselves • success rate of graduates against their personal goals
High School / Middle School / Elementary School Improve communication between home, community and schools.	<ul style="list-style-type: none"> • schedule two end-of-quarter parent-teacher conferences • develop and foster support for Dillingham Parent Teacher Association activities within community • develop calendar of school activities to encourage parent awareness and involvement in all-school programs • provide consistent means of keeping parents and community aware of school activities • schedule monthly parent coffee hours for parents/community members to come to school to discuss matters with principal • plan and implement inservice for parents relative to school matters • invite parents to come to school, visit child's classroom, and stay for one free lunch with their child 	<ul style="list-style-type: none"> • parent-teacher conferences: two half-day opportunities scheduled for parents to meet with their child's teacher(s); strive for 100 percent turnout • parent-teacher association support • school activities scheduled and advertised • parent awareness through school calendar, letters home, newsletters, etc. • parent coffee hours scheduled and advertised • parent inservice programs • parent visits through awareness of open invitation
Maintain adequate school facilities to assure a physical environment conducive to maximum learning.	<ul style="list-style-type: none"> • continue to develop and implement preventative maintenance program • develop capital improvement plan based on identified needs 	<ul style="list-style-type: none"> • updated and ongoing preventative maintenance plan in place • well-trained maintenance staff committed to following plan • annual capital improvement plan presented to Board



Fairbanks North Star Borough Schools

Richard S. Cross, Superintendent

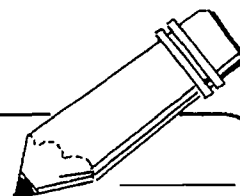
Students, Parents, Teachers, Community Member Participation

The groups that participated in the development of the School District goals included: the School Board, the District administration, school principals, teachers, Parent-Teacher Associations, community members, and any member of the public wishing to testify at the Board meeting where the goals were adopted

The School Board held a public work session on October 9, 1990 to address the development of these goals. The goals were discussed and adopted during a regular public meeting of the School Board on December 4, 1990. These goals were used in budget development and planning for the 1991-92 school year.

Once the School District Goals were adopted by the School Board, the district administration developed the plans for achieving the goals in conjunction with the planning and budget development process used in the district.

Superintendent's Highlights

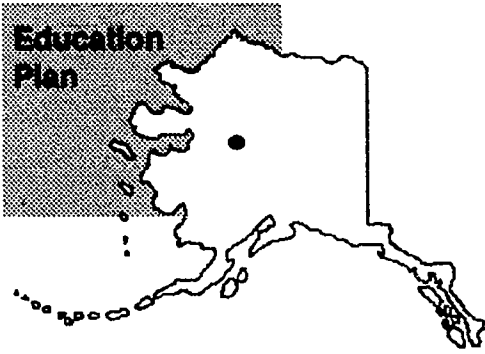


The district's 1991-92 goals are to improve student performance by focusing on five fundamental issues: classroom learning environment, leadership, parent involvement, facilities planning, and school equity. Responsibility for each goal is assigned to those who can most effectively implement the desired outcome. Collaboration among parents, teachers, administrators, community members and other is a unifying theme.

District Characteristics

District Population	74,031
Number of Schools	30
Square Miles	7,361
Teachers FTE	859.7
Enrollment PE-12	15,404

Goals	Strategies	Measurements
Identify, prepare and promote qualified personnel within the organization to assume leadership positions by offering a customized route to administrative certification.	<ul style="list-style-type: none"> develop customized route to Type B administrative certification involving district, a university and State Department of Education: clearly defined expectations, implemented as part of <i>Alaska Center for Educational Leadership</i>, existing principals participate in program 	<ul style="list-style-type: none"> establishment of administrative internship program District participation in <i>Alaska Center for Education Leadership</i> program involvement of existing principals in this program by participating in course work, instructing and acting as mentors
Increase parent involvement by encouraging schools to reach out to parents with the aim of improving student achievement.	<p>Districtwide Strategies:</p> <ul style="list-style-type: none"> schools develop and implement plan for improving parent involvement work cooperatively with Fairbanks Council of PTA's staff development in parent involvement increase awareness of importance of Parent-Teacher conferences participate in <i>Partnerships in Education</i> workshop <p>School Level Strategies:</p> <ul style="list-style-type: none"> establish grade level parent meetings hire parent volunteer coordinators establish <i>Parent Night</i> increase communication with parents through newsletter 	<ul style="list-style-type: none"> progress report presented to Board, April 1992 parent involvement as reported in the <i>School Report Card</i> implementation of districtwide staff development activities in area of parent involvement
Involve the community in planning new school facilities based on educational priorities as well as building capacities and student enrollment.	<ul style="list-style-type: none"> establish facilities task force establish short-range plan addressing school overcrowding work with Interior Delegation to request support for District's long-range plan 	<ul style="list-style-type: none"> publication of long-range plan preparation of annual Capital Improvement Plan (CIP) work sessions with Interior Delegation creation of short-range plan for addressing school overcrowding
Continue programs to upgrade building and classrooms, provide additional supplies and equipment, address computer parity and improve school climate in the older schools.	<ul style="list-style-type: none"> allocate resources and professional assistance for older buildings involve parents and staff in school improvement plans, setting realistic goals and communicating results 	<ul style="list-style-type: none"> status report on school equity amount of funds allocated to older schools
Preserve and enhance the classroom learning environment and allocate resources accordingly.	<ul style="list-style-type: none"> maintain current low pupil-teacher ratio allocate classroom resources to schools continue integrating special services continue implementing at-risk strategies continue secondary counseling improvements implement new curriculum revision process staff development program reviewed and improved provide quality teacher inservice programs developed and delivered at building level 	<ul style="list-style-type: none"> comparison of average class sizes during 1991-92 school year to class size in previous years report on integration of special services implementation of at-risk strategies improvement in secondary counseling revised curriculum development process report



Galena City Schools

Bill Miller, Superintendent

Students, Parents, Teachers, Community Member Participation

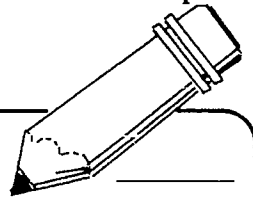
The Galena City School District officially began its educational planning process on Saturday, November 22nd in an all-day School Board retreat. The Board and superintendent reviewed material and goals from *America 2000*, the Alaska State Board of Education's six goals and past goals of the Galena City School District. An outside facilitator provided approximately one hour of technical assistance with the process. By the end of the day, the Board and superintendent had drafted what was considered to be the District's six highest priority goals.

A survey was designed which required participants to first rate the desirability of each goal and then to rank order each goal. Space was allocated to write in other potential goals for consideration.

Community members were hired and trained to administer the survey. The community was thoroughly canvassed with 98 adult citizens of Galena completing the survey. Eighteen school staff and 74 students in grades 4-12 were also surveyed. The surveys were then summarized and submitted at the December board meeting.

The survey results and recommendations were discussed at several school board work meetings. At the January meeting, the Board unanimously selected the District's top three prioritized goals.

Superintendent's Highlights

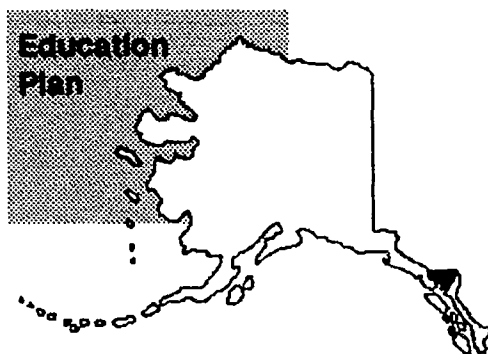


The Galena City School District has selected three very powerful goals which will have an extremely positive long-term effect upon our students. The goals increased parent involvement, mastery of outcomes, and competence in business technologies were arrived at after a good deal of deliberation and community involvement. The most important involvement, however, has just begun as we move into the implementation stage, which I believe is the real strength of our school improvement plan. The implementation plan and evaluation relate directly to the goals and are realistic, practical, logical, and achievable. We are strongly committed to the accomplishment of our stated goals.

District Characteristics

District Population	921
Number of Schools	2
Square Miles	24
Teachers FTE	18.0
Enrollment PE-12	168

Goals	Strategies	Measurements
<p>To increase meaningful parent involvement in their child or children's education.</p>	<ul style="list-style-type: none"> involve parents of high school students in selecting classes hold meeting between parents and teachers at beginning of school year and review student's previous year's progress including achievement test results parents and teacher develop achievement goals for year and plan to accomplish goals for each child involve parents in development of district outcomes to be mastered and track children's progress at home develop plan for summer activities for students who fail to master outcomes 	<ul style="list-style-type: none"> ninety percent of all students' class schedules will contain a parent's signature indicating they were involved in guiding their child in selection of classes principal meets with each teacher to review goal statements and plans given mastery learning chart, parents check off mastered outcomes and review results with teachers teachers submit to principal at end of school year list of students who have not mastered outcomes with attached plan for summer work
<p>To identify and then teach to mastery the most critical outcomes associated with each grade level and subject taught. This is a long-term goal that will take approximately five years.</p>	<ul style="list-style-type: none"> conduct inservice on writing effective outcomes provide time for teachers and parents to develop most critical outcome for each grade three day outcome-based mastery learning inservice prior to beginning of school teachers implement outcome-based mastery learning philosophy using identified outcomes on district learning chart 	<ul style="list-style-type: none"> parents, businesses, and community receive learning chart with all identified outcomes listed three-day inservice for all staff and any community or board members who wish to attend end-of-year reports of students' progress show that 90% of students mastered identified learning chart outcomes
<p>To equip our school with those computers and other business technologies which are necessary to help students achieve mastery of desired district technology outcomes.</p>	<ul style="list-style-type: none"> appoint committee to study current business technologies computer and technologies committee proposes phases for implementation for equipment and programs 	<ul style="list-style-type: none"> computer and technologies committee submits report and recommendation Board approves one or more phases of plan equipment and programs installed teachers utilizing equipment and programs



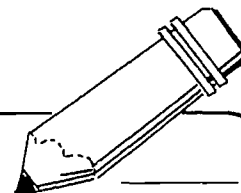
Haines Borough Schools

Nancy Billingsley, Superintendent

Students, Parents, Teachers, Community Member Participation

Efforts were made to encourage students, parents, teachers and other members of the community to participate in the preparation of the District's Education Planning Report. On several occasions the School Board met to discuss the Education Planning Report, Ken Low recommendations and Strategic Planning, and District long-range goals. The Parent Advisory Committees met to work on the Education Planning Report. Different groups of district personnel and community members met to participate in the establishing of District goals, improvement strategies, vision building, and the Education Plan. Fifteen formal meetings and workshops involving students, parents, teachers, administrators, School Board, and members of the community have been part of the ongoing process of developing community goals, strategies, and methods of improvement.

Superintendent's Highlights

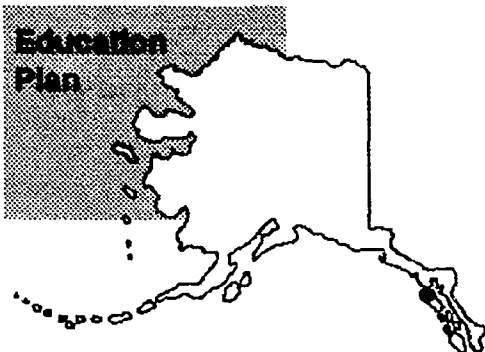


The District's long-range goals have evolved over a five year period of planning. Input on the priorities of the district was gathered from staff, students, parents, the School Board and other community members during a variety of planning sessions and through two comprehensive school surveys.

District Characteristics

District Population	2,222
Number of Schools	5
Square Miles	2,620
Teachers FTE	33.9
Enrollment PE-12	450

Goals	Strategies	Measurements
Continue the process of restructuring and continuous improvement for the purpose of increasing student learning.	<ul style="list-style-type: none"> provide staff, board, parent, student, and community member training related to restructuring and continuous improvement develop framework for where we are going; establish strategic planning team and related action teams; continue with consultation assistance and training; review mission, beliefs, and goals for students for increased staff support 	<ul style="list-style-type: none"> inservice evaluations number of seminar/workshop participants staff professional development reports membership in Quality Schools Consortium completed strategic plan percent of recommendations accomplished
Review, revise and align the curriculum, instructional delivery systems, and methods of student assessment to assure that these are consistent with the district's goals for students.	<ul style="list-style-type: none"> analyze all curricular areas to determine how and where goals for students are reflected identify current instructional delivery systems that support goals for students, targeting those not widely utilized in district as focus for staff development explore and implement alternative, multidimensional assessment methods pilot ITBS districtwide and conduct analysis of what is assessed and how that relates to curriculum 	<ul style="list-style-type: none"> develop grade-level curriculum flow chart teacher surveys and professional development reports review and evaluate piloted alternative multidimensional assessments for strengths and weaknesses staff training provided for broader implementation written reports
Emphasize the development of student self-esteem.	<ul style="list-style-type: none"> utilize instructional strategies that foster development of self-esteem recognize student achievement in wide variety of areas involve students in planning and seek student input on district, school and classroom issues provide variety of extra-curricular activities to students 	<ul style="list-style-type: none"> programs utilized in health classes (teacher use survey) narrative report of high school student achievements in all areas frequency of student participation in district, school and classroom issues quarterly publication of counselor newsletter record of participation in extra-curricular activities
Increase community involvement in and support of the school system and school system involvement in and support of the community.	<ul style="list-style-type: none"> involve parents and other community members in school and district decision-making process sponsor structured activities/ programs to bring parents and other community members into schools utilize parents and other community members as resources and volunteers plan and implement activities to get students out of school and into community 	<ul style="list-style-type: none"> list of school and district committees, including number of meetings, representatives, attendance, etc. parent and community observations and comments parent involvement questionnaire and volunteer logs narrative and summary of community responses



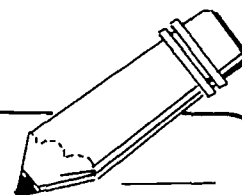
Hoonah City Schools

John Anttonen, Superintendent

Students, Parents, Teachers, Community Member Participation

School District and community participation in the preparation of the Education Planning Report was facilitated by a number of public, staff, student, and other community meetings. The School Board met in public meeting four times to discuss goal setting, goal priority and planning. The superintendent and principal met with students twice to discuss appropriate outcomes for graduation. Four staff meetings were conducted on student outcomes, appropriate performance standards and outcome assessment. Two meetings are planned with the Alaska Native Brotherhood, Alaska Native Sisterhood, and the city council to receive community input. A final public meeting of the School Board will be held prior to adoption of the approved graduation outcomes.

Superintendent's Highlights

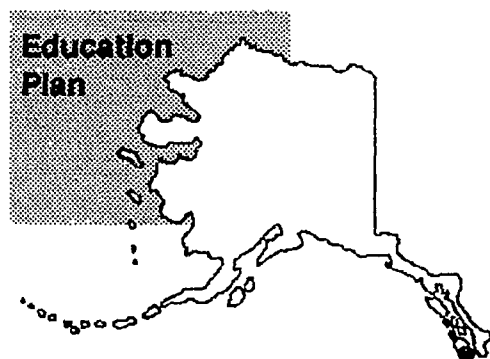


During the next three years, Hoonah School District will develop an accountability process that establishes graduation outcomes, performance standards for graduation outcomes, and an assessment process to measure student achievement on expected graduation outcomes. Hoonah School District will be accountable for student performance and report students' achievement to the Hoonah School District Board of Education and citizens of the local community.

District Characteristics

District Population	1,043
Number of Schools	2
Square Miles	2
Teachers FTE	19.5
Enrollment PE-12	239

Goals	Strategies	Measurements
Establishment of learning outcomes for all students graduating from Hoonah School District, June 1992.	<ul style="list-style-type: none"> Board meets with secondary staff, students, and parents to draft graduation student outcomes draft graduation outcomes subject to comment during two community meetings. approve graduation outcomes by Board, May 1992 	<ul style="list-style-type: none"> performance standards for outcomes in reading, writing, language, mathematics, and computer applications established, 1992-93 performance standards for citizenship, thinking skills, life skills, and Tlingit culture and language developed, 1992-93 graduation outcomes completed and published prior to the beginning of school year 1992
During school years 1992/93 and 1993/94, Hoonah School District shall establish expected performance standards for all learning outcomes.	<ul style="list-style-type: none"> establish performance standards for outcomes in reading, writing, language, mathematics, and computer applications, 1992-93 develop performance standards for citizenship, thinking skills, life skills, and Tlingit culture and language, 1992-93 	<ul style="list-style-type: none"> performance standards and graduation outcomes will be approved, May 1993
During school years 1992/93 and 1993/94, Hoonah School District shall establish an assessment process which will measure and report student performance on learning outcomes.	<ul style="list-style-type: none"> develop mathematics assessment process measuring achievement performance for graduation outcome application of mathematics skill April/ May 1992 develop assessment processes to measure achievement performance standards for graduation outcomes in reading, writing, language, listening, and computer applications, 1993/94 develop assessment processes to measure performance on graduation outcomes in American citizenship, complex kinds of thinking skills, life skills, and Tlingit culture and language, 1993/94 	<ul style="list-style-type: none"> high school students assessed on graduation outcomes for mathematics applications, May 1992 high school students assessed on graduation outcomes for reading, language, listening, and computer application, 1992/93 high school students assessed on graduation outcomes for citizenship, complex thinking skills, life skills, and Tlingit language and culture, 1993/94



Hyadaburg City Schools

Larry Schroeder, Superintendent

Students, Parents, Teachers, Community Member Participation

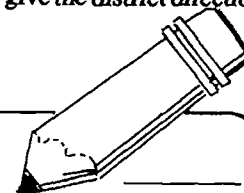
For the last three years, the Hyadaburg School has constructed a multi-year plan which lists specific goals for the District. The construction of this plan involves gathering information using the following methods and sources.

- community and parent questionnaires
- student questionnaires
- faculty input through meetings
- district test results
- attendance
- student grades
- graduate studies
- state requirements
- financial status
- progress on last year's plan

The information constitutes what we refer to as the *Needs Assessment*. The information is studied and analyzed and the needs are presented to the Board of Education. When the needs are approved by the Board, the administration next designs an action plan that shows what activities will be necessary to accomplish the goals, who will be responsible, and when these goals will be met. All faculty members receive a copy of the plan and progress is monitored.

At the end of the year a progress report is made to the Board and shared with the community in the form of the end of the year report. This whole process helps to give the district direction and serves as a means of measuring our progress.

Superintendent's Highlights

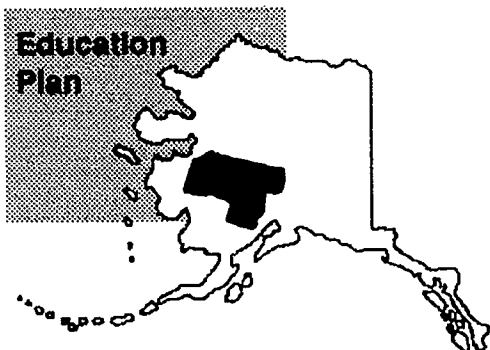


A great deal of work has gone into the development of the district long range plan. It represents the priorities of the school for the next term, but we realize that new needs arise and new priorities may have to be added. We recognize that we have a great deal of room for improvement and we are by no means satisfied with the progress we have made. We have a long way to go, but we need to recognize that the District has made growth, and it will continue to grow if we all work together.

District Characteristics

District Population	395
Number of Schools	2
Square Miles	1
Teachers FTE	13.3
Enrollment PE-12	120

Goals	Strategies	Measurements
School and curriculum improvements	<ul style="list-style-type: none"> • adopt K-12 health curriculum and drug/alcohol abuse program • split 5th and 6th grade class • limit 3rd/4th grade combined classes • establish audio amplification system in primary grades • increase counseling services • review social studies curriculum • review language arts curriculum • establish mini-class program at secondary level • establish program to help At-Risk students • more speech in English program • establish program to help students in development of social skills • conduct Northwest Accreditation self-study • contract for library specialist's services • utilize satellite system to strengthen science program 	<ul style="list-style-type: none"> • curricula adopted • new materials purchased • inservice training in new programs • recommendations made for combined classes • staff using audio amplification system • recommendations for counseling services made • recommendations for curriculum changes made • mini-classes in place • increased counseling services • self-study completed • Star program in place
Staff development	<ul style="list-style-type: none"> • cooperative inservice in child abuse, drug free schools, fetal alcohol syndrome and sex equity • inservice on cultural differences and learning styles • inservice training on audio amplification system • establish district workshop on cooperative education • orientation of all new staff members 	<ul style="list-style-type: none"> • evaluation of inservices • evaluation of orientation
Positive school climate and public relations	<ul style="list-style-type: none"> • selection of student of month • honor trip or activity • open gym for eligible students • study hall from 3:15 to 4:00 PM • staff member of month award • community /Board/staff dinner • open house with refreshments • resource list of community members willing to share special talents • continue newsletter schedule • weekly articles in Island News 	<ul style="list-style-type: none"> • recognition programs in place • study hall program in place
Facilities	<ul style="list-style-type: none"> • construction of new roof over kitchen and library buildings • construction of storage shed • siding and modification of carving shed • installation of satellite system • remounting of art panels • certified inspection of asbestos • preliminary steps in remodeling project 	<ul style="list-style-type: none"> • construction completed • bid awarded for new construction



Iditarod Area Schools

George Maykowskyj, Superintendent

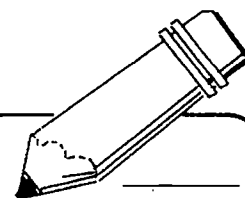
Students, Parents, Teachers, Community Member Participation

Principals will work with the communities in the development of local plans for improving student performance. Principals have been working with the communities to set priorities for the individual school site. Reports are made on a monthly basis to the School Board.

The plan will:

- establish the desired level of involvement and participation;
- provide opportunities for involvement of all parties that express an interest, including teachers, support staff, parents, students, and community members; remembering ASB's are essential;
- define areas of mutual interest to be able to establish realistic goals and objectives for short and long range planning;
- provide constant support in training and regular meetings to insure adequate time and planning have been allowed;
- collect data which will become the basis for decisions on improvements; and
- move from a content base to a skill base curriculum.

Superintendent's Highlights



1992 is the beginning of a change in this District's philosophy on central office management. We have been setting the stage for two years on empowering the local school sites to become more involved in the decision-making process. When we share our successes, we elicit a feeling of accomplishment and satisfaction in our schools. When we share our needs for improvement, we elicit strategies for assisting in the improvement and ultimate success. When we require that accountability for the students' performance lies with the staff and administration at the local school level, we need to empower them in the decision-making process as a district team.

We are taking a big step in improving the confidence of our public in our schools. We will make a difference!

District Characteristics

District Population	1,552
Number of Schools	9
Square Miles	44,441
Teachers FTE	39.0
Enrollment PE-12	414

Goals	Strategies	Measurements
To continue to improve the learning program to meet each student's needs and assist them in realizing their potential.	<ul style="list-style-type: none"> • continue to follow District's management plan • develop IEP's for all students, monitoring their progress as established by district curriculum 	<ul style="list-style-type: none"> • Alaska State Writing Assessment • district writing assessment for 4th through 12th graders • ITBS and other standardized tests • local proficiency tests • quarterly evaluation and report to parents
To improve communication among all levels of the school district and communities.	<ul style="list-style-type: none"> • principals work together with communities and staff to prioritize site goals and develop plan for achieving them • use media to better inform public of district's programs • administrators meet monthly to share strategies, gain administrative inservice and inform each other of local progress 	<ul style="list-style-type: none"> • monthly principal report • publication of comprehensive monthly newsletter • regular publication of school newspaper from each site • principal evaluation of each monthly meeting
To build and maintain a cooperative management team.	<ul style="list-style-type: none"> • use site-based management as vehicle for improvement of instruction and facilities • provide necessary assistance through a service support model • focus on training and human resources 	<ul style="list-style-type: none"> • annual survey among staff and local ASB's to assess effectiveness of site-based management structure
To continue to employ dedicated competent people at all levels of the district.	<ul style="list-style-type: none"> • follow IASD Instructional Supervision Plan to assist staff in their professional growth • provide inservice for staff to assist them in implementation of district curriculum • emphasize improving skills of principals so that they can most effectively provide educational leadership to their schools 	<ul style="list-style-type: none"> • district monitoring of rate of teacher/administrator turn over • principal's monitoring of teachers' professional growth

Juneau Borough Schools

Robert Van Slyke, Interim Superintendent

Students, Parents, Teachers, Community Member Participation

Many groups contributed to the Juneau School District's Planning Report through broad-based committees such as the District Advisory Council, the Strategic Plan Steering Committee, the Central Curriculum Council, the Interagency Team, the Administrative Council, ten Action Teams, and the regular curriculum committees. Staff, parents, citizens, and students have active voices in the ongoing planning process.

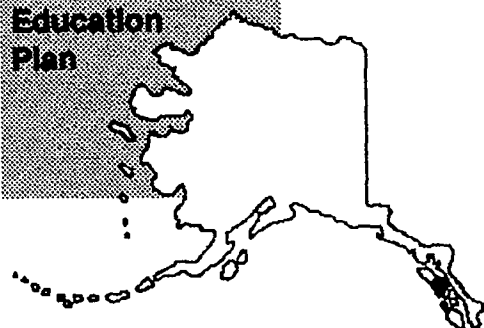
Superintendent's Highlights

The District has had a long-term commitment to improvement of instruction through use of strategic planning. The annual effort by patrons and staff in identifying and refining strategies has led to the District meeting of a number of goals. Preschool programs have been expanded and enhanced. Continual staff development is now an integral part of District operation. Services for emotionally disturbed and behaviorally disordered children have been enhanced. The need for school nursing services was addressed and met. These are just a few of the district efforts contributing to increased learning opportunities for students.

District Characteristics

District Population	25,100
Number of Schools	8
Square Miles	3,100
Teachers FTE	302.2
Enrollment PE-12	5,199

Goals	Strategies	Measurements
Develop and implement a uniform, innovative, futuristic K-12 curriculum in all subject areas, with established student outcomes and minimum competencies.	<ul style="list-style-type: none"> • implement on-going district curriculum review cycle with involvement of staff, parents and community members • insure new curriculum development reflects current research in field, national goals and state of art practices • research and expand current student evaluation plan to include performance based assessments at appropriate grade levels • begin to develop student outcomes at secondary level, as part of high school's strategic plan 	<ul style="list-style-type: none"> • revision and publication of district curriculum as per cycle; 1991-92 world languages, secondary math • performance on district writing assessment in grades 1, 2, 7, and 11 and statewide assessment in grades 1, 5 and 11 • performance of primary students as measured by Language Arts Portfolio • initiation of authentic assessment in math, grades K-8 • preliminary development of outcomes in area of English/language arts
Develop and implement comprehensive support services program.	<ul style="list-style-type: none"> • develop appropriate delivery and programming for gifted and talented students • provide training for counseling plan • initiate long range planning and delivery of services to identified preschool children • continue implementation of integration model of services delivery in all District schools 	<ul style="list-style-type: none"> • revise Gifted and Talented plan, including training for designated teachers • devise training schedule with specific topics for all counselors • preschool services delivery plan and identification of eligible preschool children • integration of service model expanded in Juneau school sites
Develop the use of technology to enhance education.	<ul style="list-style-type: none"> • revise Educational Technology Operation Plan for year • design and produce districtwide chart of all existing technology • initiate innovative use of computers in assessment process, and utilize UAS Classroom of the Future 	<ul style="list-style-type: none"> • updated Ed Tech Plan, including teacher training and prioritized listing of technology needs for next five years • pilot use of Macintosh LCs with portfolio process • evaluation of Classroom of the Future uses and possibilities
Develop and implement effective programs to combat substance abuse.	<ul style="list-style-type: none"> • through Drug and Alcohol Committee, develop program for high school students returning from treatment 	<ul style="list-style-type: none"> • new program up and running at high school, with trained staff
Provide staff and parent training, develop appropriate educational programs and adhere to our affirmative action hiring practice, thereby reducing Native student school dropout by 15% by 1992	<ul style="list-style-type: none"> • hire additional Native staff • initiate multi-cultural training for parents and staff • focus on needs of native students in high school strategic planning process • implement Cultural Diversity Month and other focused, public activities 	<ul style="list-style-type: none"> • increased number of Native staff • reduced number of Native student drop-outs • schedule of focused training for staff, parents and administrators and detailed schedule of cultural activities
Establish support systems and implement programs to assist families in meeting the social needs of students	<ul style="list-style-type: none"> • implement cooperative agreements of Interagency Team • investigate use of school social workers, child psychiatrist, and other mental health workers 	<ul style="list-style-type: none"> • outline plan for services and set in place on-going collaborative meetings to evaluate impact of services in schools and community
Support parents, community and staff in the implementation of site-based management by June, 1993.	<ul style="list-style-type: none"> • develop Action Plan for activities • begin to define common, operational definition of site-based management • increase parent participation 	<ul style="list-style-type: none"> • completed Action Plan, including operational definition of site-based management for District



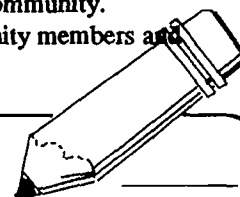
Kake City Schools

Bruce Kleven, Superintendent

Students, Parents, Teachers, Community Member Participation

- A survey of staff, students, community members, and parents was conducted last fall.
- Board goal setting workshop was open to the public.
- Informal community information gathering encouraged.
- The Report Card was published prior to the deadline.
- Administrative staff meetings are held twice weekly.
- Building Administrator held meetings with staff.
- Informal review of graduates.
- Board/Superintendent informal meetings.
- Parent input direct to Board members.
- Written input direct to Board from concerned individuals.
- Open door policy at all administrative offices.
- Informal community interaction between staff, parents and community.
- Formal telephone contact between teachers, parents, community members and administration.

Superintendent's Highlights



I personally embrace an educational philosophy exemplified in this quotation attributed to the noted New York educator John Fischer:

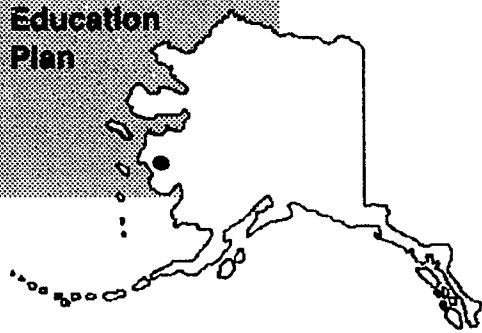
"The essence of our effort to see that every child has a chance must be to assure each an equal opportunity, not to become equal, but to become different-to realize whatever unique potential of body, mind and spirit he or she possess."

That is MY goal in education.

District Characteristics

District Population	764
Number of Schools	2
Square Miles	1
Teachers FTE	15.9
Enrollment PE-12	181

Goals	Strategies	Measurements
Provide the best possible education by increasing Board effectiveness through building a stronger Board/Administrative team.	<ul style="list-style-type: none"> • establish Board meeting schedules • establish weekly informational conferences between Superintendent and Board Chair • encourage informal individual meetings between Superintendent and other Board members • weekly mailing of informational items for Board review • encourage telephone contact with Superintendent 	<ul style="list-style-type: none"> • review of schedule with comparison of actual meetings to planned meetings • review actual conferences with comparison to projected conferences between Board Chair and Superintendent • during meetings remind Board members of availability of Superintendent to meet with them • creation of evaluation process of Superintendent by Board
Design and implement a curriculum that will: <ol style="list-style-type: none"> 1) Develop a positive attitude toward learning in our students, emphasizing discipline and self esteem and 2) Prepare them for success as adults 	<ul style="list-style-type: none"> • re-establish curricular review schedule and continue with revision efforts • establish class schedule by April showing course additions and descriptions • pre-register students in spring to determine need for supplies and materials • provide diverse curriculum that encourages students to pursue individual interests, aptitudes and needs • eighth graders develop four year high school career plans 	<ul style="list-style-type: none"> • review curriculum renewal schedule • class schedule for each student prior to close of school year • graduating seniors develop plan for post high school training or career
Increase the level of TWO WAY communication and interaction between the school, parents, and community to strengthen overall education offered to our students.	<ul style="list-style-type: none"> • schedule parent/teacher conferences • monthly newsletter to parent/community • two open house offerings per year • encourage telephone interaction • establish special interest committees that provide advice to Board/Superintendent and receive info from Board/Superintendent 	<ul style="list-style-type: none"> • newsletter published monthly with information from all areas • minimum of two parent/teacher conferences per school year • two open houses per year • telephone access to each building with telephone available for private calls with parents • messages delivered to room expeditiously • special interest meetings as needed
Improve communications between Board and staff to create a more positive environment of students.	<ul style="list-style-type: none"> • define role of Board and staff so that each understands what is expected of them • encourage informal interaction between staff and Board outside of school environment • review and revise policy manual addressing ad hoc needs • review portions of policy manual routinely 	<ul style="list-style-type: none"> • Board training ongoing • Board/Superintendent retreats/workshops/conferences away from formal school setting • revise procedure manual prior to start of 1992-93 school year incorporating addition of computer technology • ongoing policy review as needed • review cycle of policy manual
To implement a comprehensive evaluation of the school system to identify strengths and weaknesses as a part of the larger effort to improve our children's education.	<ul style="list-style-type: none"> • contract with consultant group to provide evaluation service 	<ul style="list-style-type: none"> • completion of evaluation documenting strengths and weaknesses • recommendations made to Board



Kashunamiut Schools

Al Weinberg, Superintendent

Students, Parents, Teachers, Community Member Participation

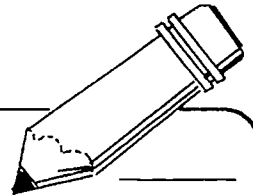
The goals reflected are found in the Kashunamiut School District Policy 1.0100 Educational Philosophy and Goals.

The community was involved in the development of the philosophy and goals for the School District during the 1989-90 school year. Public meetings were held by the Board Policy Committee over a period of several months to involve the community in updating and revising the District philosophy and goals.

The effort was initiated at a public meeting by the Board Policy Committee. Input was solicited from staff and community members. All of the drafted revisions were considered at two public work sessions held by the Committee.

The Board Policy Committee forwarded the revised policy to the School Board. The local School Board held three readings of the policy at three regularly scheduled School Board meetings. The policy was adopted on February 15, 1990.

Superintendent's Highlights

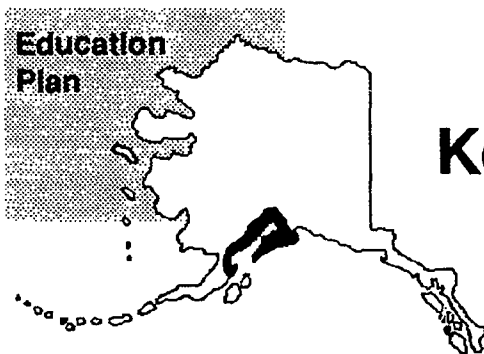


The District's Educational Plan reflects the prominence of the Cup'ik language and culture in the instructional program. This is exemplified by requiring specific courses for all students in Cup'ik language, values, history, arts, and subsistence skills and by incorporating cultural attributes into the conventional disciplines. The intent of this effort is to prepare students to succeed whether they elect to retain the traditional village lifestyle or to adopt the lifestyle of the Western culture.

District Characteristics

District Population	598
Number of Schools	1
Square miles	1
Teachers FTE	15.8
Enrollment PE-12	194

Goals	Strategies	Measurements
Each student will develop a functional command of language, both English and Cup'ik, with skills in reading, writing, listening, and speaking.	<ul style="list-style-type: none"> • integrate English and bilingual language instruction in instructional program • provide environment of mutual caring and respect • involve parents and community members in language intensive experiences • evaluate language development 	<ul style="list-style-type: none"> • results of Iowa Test of Basic Skills • teacher activities that integrate language instruction • observed student performance in communication skills • parent involvement and participation
Each student will demonstrate knowledge and respect for the history, cultural issues, language and literature of their community, the United States, and other people.	<ul style="list-style-type: none"> • provide instructional programs that complement community programs • provide instructional program for development of strong self-concept • provide environment of mutual caring and respect • encourage the community to participate in social activities and cultural instruction 	<ul style="list-style-type: none"> • improved performance of students in social studies as measured by teacher records, and participation in school-community events by students, elders, and parents
Each student will acquire an increased understanding and skills in mathematics, science, and computer science.	<ul style="list-style-type: none"> • provide K-12 instructional program in math, science, and computers • provide environment of mutual caring and respect • evaluate skill development on an ongoing basis • involve parents and community members in science and mathematics and computer skills development 	<ul style="list-style-type: none"> • improved performance of students in mathematics, science and computers as measured by teacher records and standardized achievement testing
Each student will acquire the ability to express themselves creatively through the study of music, art, crafts, and dance of significant Cup'ik and world artists.	<ul style="list-style-type: none"> • provide instructional program in language and culture • integrate Cup'ik culture and language in holistic language instruction and artistic experiences • native artists conduct instruction in native arts, dance, music, and storytelling 	<ul style="list-style-type: none"> • student art displayed at school and in community • participation in cultural and artistic events recorded
Each student will develop a positive attitude toward the practice of good health, respect for self and others.	<ul style="list-style-type: none"> • provide instructional program in health, physical education, and guidance and counseling • provide environment of mutual caring and respect • develop student's self concept • involve community in addressing health related issues 	<ul style="list-style-type: none"> • achievement of student competencies in self care and respect for others • health and physical education records • reduction in disruptive, destructive behaviors which require disciplinary action
Each student will gain the skills, attitudes, disciplines, and confidence necessary to prepare for a job, career, or profession and subsistence activities.	<ul style="list-style-type: none"> • integrate career development into all instructional programs • involve parents and community members as teachers of culturally related subsistence skills • provide student work experiences • provide career guidance instruction and post-secondary planning assistance 	<ul style="list-style-type: none"> • teacher records of student performance • attendance and responsiveness as well as employer evaluations for students who participate in RSVP • student involvement in community subsistence activities • student follow-up and community needs assessments



Kenai Peninsula Borough Schools

Robert Holmes, Superintendent

Students, Parents, Teachers, Community Member Participation

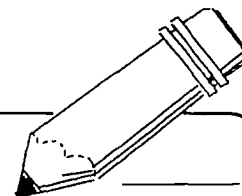
School administrators participated in leadership training in school goal setting and school-based inservice planning during 1990-91, and utilized those strategies to work with school staffs and parent groups to develop local priorities, goals and training. The goals in this report were developed at that meeting and distributed to all schools and parent groups for comment prior to School Board approval.

Student input on district goals and priorities for funding and change was solicited during the District Student Leadership Conference. This input was incorporated into instructional program planning.

The Boroughwide Parent Steering Committee meets regularly with the Superintendent to discuss parent training and budget priorities as they relate to the District goals. The Bi-annual Parent Involvement Conferences specifically target strategies for parents to participate in school based decisions and goal setting.

In an attempt to provide greater involvement in the development of the priorities for funding, the Administrative Council and School Board Members held three public meetings to hear testimony concerning district goals and priorities for funding. Follow-up meetings in each region will be held in February 1992.

Superintendent's Highlights



Our educational plan always includes the caveat of providing the best possible educational program within the context of what the public is willing to fund. Our uniqueness arises from our continuing support for innovative programs, even in the face of declining funding. This support is given out of respect for the creativity and professionalism of our instructional staff, and to encourage their continued excellence.

District Characteristics

District Population	40,117
Number of Schools	35
Square Miles	25,600
Teachers FTE	571.6
Enrollment PE-12	9,562

Goals	Strategies	Measurements
To identify and modify as necessary the current practices relative to authority and accountability at school sites in the District in order to bring all sites to an appropriate level of on-site management.	<ul style="list-style-type: none"> • form representative School-Based Decision Making (SBDM) Committee • SBDM Committee to study issues relative to SBDM: personnel, budget, facilities/transportation, and instruction • focus leadership training <i>Skills for Excellence</i> on school based decision making for instructional improvement 	<ul style="list-style-type: none"> • preliminary report on concept, history and status of site-based management • final report with recommendations for actions, April • implementation/transition plan developed • evaluations from <i>Skills for Excellence</i> compiled and reported with recommendations
To assure that an adequate level of vocational and post secondary guidance services are provided for all students.	<ul style="list-style-type: none"> • give comprehensive parent and student needs assessment survey to all secondary schools • train new counselors in Phase I and II of the Alaska School Counseling Program; member schools attend Phase III training • K-8 and 9-12 counseling committees develop curriculum • train teachers, counselors, and administrators on applied academic courses • Vocational Coordinator consults with secondary schools on integration of employability skills and ready to work skills 	<ul style="list-style-type: none"> • report on vocational and post secondary counseling services • report on parent and student needs assessment for counseling/guidance services • counseling curriculum K-12 developed, May 1992 • number of applied academic courses offered in secondary schools fall of 1992 and number of teachers trained • report on ready to work skills and individual school strategies to improve employability skill development
(Continuing) To design and implement a long term staff development plan which will provide a common vision for instructional excellence.	<ul style="list-style-type: none"> • provide five year plan, <i>Skills for Excellence</i>, for core of information on effective instructional practices • Districtwide Staff Development Advisory committee recommends inservice training and support • Instructional Center provides individualized training as requested • integrate instructional technology in curricular areas by supporting districtwide specialist • leadership training for school based goal setting and strategic planning for instructional improvement 	<ul style="list-style-type: none"> • implementation of action plans for improvement of instruction and learning • inservice and local goal setting planning guide • post-training evaluation documents and individual training plans monitored, and follow-up provided by Instructional Center Specialist • number of schools and classrooms utilizing available technology • review of staff developed plans, evaluations and teacher interviews
(Continuing) To support a transition of all junior high school programs to a middle school philosophy and design as communities and staffs indicate readiness.	<ul style="list-style-type: none"> • implement recommendations of Middle School Task Force Report • provide support for individual school based inservice training plans • participate in <i>Turning Points Coalition</i> • utilize Middle School Transition Committee to advise on districtwide support and training activities • meet with principals and parent groups to advise on transition strategies 	<ul style="list-style-type: none"> • evaluations of transition plan for Kenai Middle School, November 1991 • junior high staff development plans focus on interdisciplinary curriculum, teaming and advisory/advisee programs • action plans developed by teachers attending <i>Turning Points Middle School Institute</i> • middle school staffing formula approved and school/community proposals for transition considered, 1991-92

Ketchikan Gateway Borough Schools

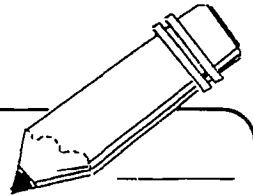
Richard Clevenger, Superintendent

Students, Parents, Teachers, Community Member Participation

Participants in this process included: School Board, media, administration, building staff, and building parent groups.

The goals were set by the School District Board of Education in a public meeting. The building principals shared these goals with their staffs and their respective parent groups. Each building then created building objectives to assist the District in reaching the overall district goals. Individual teachers then wrote goals that reflected both one of the District's goals and their school goals. This process occurred at a variety of staff meetings and in individual conferences between teachers and principals.

Superintendent's Highlights

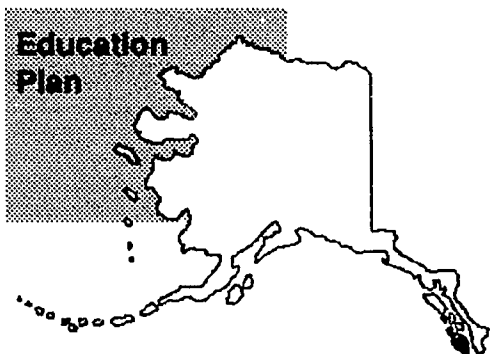


Our board felt the first step was to define measurable achievement prior to any other action. We are in the process of seeking input on the national, state and local level in an effort to fit a definition to our community needs. The response has been great and results will provide a base to build upon.

District Characteristics

District Population	13,259
Number of Schools	7
Square Miles	1,250
Teachers FTE	154
Enrollment PE-12	2,797

Goals	Strategies	Measurements
<p>Structure opportunities for two-way communication with parents, community, staff and students regarding: 1) student success 2) school success 3) district success.</p>	<ul style="list-style-type: none"> • establish school goals for student success <ul style="list-style-type: none"> » Revilla High School: implement night school program » Schoenbar Junior High: middle school planning which address school success; increase staff efforts to enhance self esteem, student success and efforts to sell program to public and parents » White Cliff Elementary: improve communication with parents » Valley Park Elementary: redefine school program and philosophy through series of meetings » Point Higgins: increase communication between students, staff, and parents » Ketchikan High School: implement seven period student day schedule and utilize various teaching techniques and strategies to improve school and student success 	<ul style="list-style-type: none"> • individual school's objectives and District objectives reflected in written goal statement, with measurement criteria, between principal and teacher
<p>Support staff development for teachers in the following areas: 1) life skills 2) classroom management 3) instruction delivery.</p>	<ul style="list-style-type: none"> • implement revised requirements for graduation • implement life skills curriculum in high schools • implement series of inservices which focus on classroom management and instructional delivery • support writing of teacher objectives to improve classroom management skills • provide training to administrators and teachers in classroom management observation skills 	<ul style="list-style-type: none"> • review graduation requirements • review completed curriculum • review completed inservice and individual teacher's goals • review completed training
<p>Support curriculum uniformity through: 1) development of districtwide committees 2) release time for curriculum work 3) financial support for uniform curriculum materials 4) plan a process for revision of graduation requirements during the 1991-92 school year.</p>	<ul style="list-style-type: none"> • Houghtaling Elementary School: review instruction in science and social studies • form districtwide committee to review health curriculum K-12 and make recommendations • form districtwide committee to review human growth and development curriculum in grades 5 and 6 • form districtwide math committee to develop objectives and assessment measures for district 	<ul style="list-style-type: none"> • review Houghtaling's progress in science and social studies • review health committee progress • review human growth development committee curriculum • review math committee progress



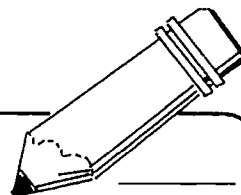
Klawock City Schools

Morris Ververs, Superintendent

Students, Parents, Teachers, Community Member Participation

Thirty-two individuals served on the Strategic Planning Team, which met three times between February 22 and May 8, 1991. The members of the Team included: parents, students, community members, board members, and staff. In addition, a series of meetings were held in October 1991 through January 1992 to refine our Strategic Action Plans. An outside facilitator led the effort. Half day meetings were held on October 15, 1991, November 19, 1991, and January 14, 1992.

Superintendent's Highlights

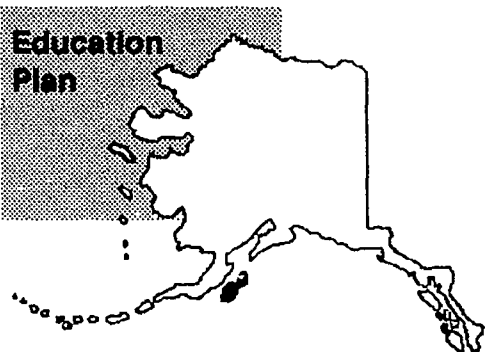


The Klawock City School District conducted a Strategic Planning exercise from February to May, 1991 to identify District goals. Twenty-four members of the community and eight school employees were involved in this consensus building project about how our school should serve the educational needs of the community. The Northwest Regional Lab assisted with writing research based action plans to achieve our District Strategic Goals.

District Characteristics

District Population	752
Number of Schools	2
Square Miles	1
Teachers FTE	15.3
Enrollment PE-12	207

Goals	Strategies	Measurements
<p>One hundred percent of students will be in a post secondary educational program or a constructive endeavor of their choice within six months of graduation.</p>	<ul style="list-style-type: none"> • build mission-based curriculum supporting quality education, enabling students to be responsible and productive members of society • develop and implement plan of testing, measurement, and research that clearly responds to objectives of Strategic Plan • energize and integrate all aspects of community into full support and implementation of mission and objectives 	<ul style="list-style-type: none"> • ITBS scores • demographic data collected on graduates • student portfolios
<p>One hundred percent of our students will graduate functioning at their highest level of achievement.</p>	<ul style="list-style-type: none"> • build mission-based curriculum supporting quality education, enabling students to be responsible and productive members of society • develop and implement plan of testing, measurement, and research that clearly responds to objectives of Strategic Plan • energize and integrate all aspects of community into full support, and implementation of mission and objectives • develop restructuring plans to achieve organizational mechanism to accomplish mission 	<ul style="list-style-type: none"> • ITBS scores • demographic data collected on graduates • student portfolios • implemented program for assessing reading, writing, and math skills on group basis for all students
<p>One hundred percent of our students will graduate with the appropriate sociable, marketable and life skills enabling them to be self-sufficient and self-supporting.</p>	<ul style="list-style-type: none"> • build mission-based curriculum supporting quality education, enabling students to be responsible and productive members of society • energize and integrate all aspects of community into full support, and implementation of mission and objectives • engage in staff training or SDMPS Program (Social Decision Making and Problem Solving) to teach social skills and decision making 	<ul style="list-style-type: none"> • ITBS scores • demographic data collected on graduates • student portfolios
<p>One hundred percent of graduating students will be able to travel confidently to the outside world without intimidation.</p>	<ul style="list-style-type: none"> • build mission-based curriculum supporting quality education, enabling students to be responsible and productive members of society 	<ul style="list-style-type: none"> • ITBS scores • demographic data collected on graduates • student portfolios



Kodiak Island Borough Schools

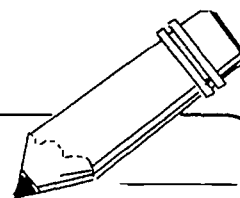
John Witteveen, Superintendent

Students, Parents, Teachers, Community Member Participation

The Kodiak Island Borough School District, in close cooperation with our diverse island community, exists to provide an educational program of the highest standard that empowers all students to achieve personal and academic excellence while developing their full potential as responsible, productive citizens.

In May, 1991, the Kodiak Island Borough School District began its strategic planning process with a steering group of 30 community members. Following the formulation of strategies and upon recommendation of the school board, approximately 120 community members worked in committees to develop action plans for the next three to five years. Media coverage has been extensive. These plans are currently being circulated throughout the district. Public hearings were held January 27 and February 24, 1992. The School Board unanimously approved the document and has given administration the direction to move forward in pursuing the strategies.

Superintendent's Highlights

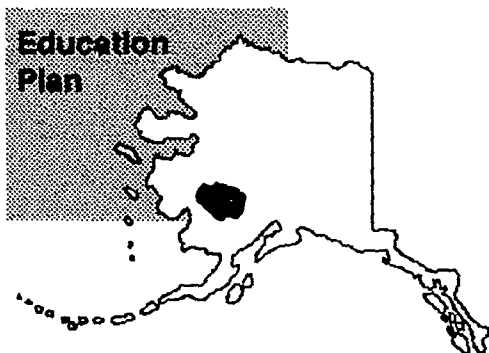


Embarking upon a new venture, the Kodiak Island Borough School District is forming a partnership with families, business persons and other community members through a strategic planning process. We are offering our students a variety of opportunities for meeting educational goals set by all those with a vested interest in the future of the youth of Kodiak. We encourage everyone to support our effort as we prepare our children for the twenty-first century.

District Characteristics

District Population	13,682
Number of Schools	14
Square Miles	17,783
Teachers FTE	147.1
Enrollment PE-12	2,655

Goals	Strategies	Measurements
We will, with family and community involvement, develop, implement and measure prescribed and relevant competencies for all students.	<ul style="list-style-type: none"> involve entire community in developing high school exit competencies for all students develop competencies grades K-12, that meet community-identified graduation standards develop ways to focus on student learning and attainment of identified competencies assess student progress towards and attainment of prescribed competencies and use assessments to improve instruction and modify curriculum 	<ul style="list-style-type: none"> competencies established alternative approaches utilized that respond to variety of learning styles outreach program in place to educate on implementation of competencies process implemented for parental/family participation in setting goals for each child's educational plan outreach program developed to enhance educational quality of early childhood criteria-referenced tests aligned with curriculum goals grading system and report cards revised implemented student self-assessment
We will initiate a personnel management program that uses input from students, families, the Kodiak Island Borough School District and community with regard to hiring, evaluation, professional development and retention to ensure accountability and high performance.	<ul style="list-style-type: none"> use input from students, families, staff, and community with regard to hiring, of staff evaluation and retention use input from students, families, staff, and community to ensure accountability, performance and professional development 	<ul style="list-style-type: none"> committee established at individual schools to provide input regarding hiring established criteria for teacher retention site-based personnel management system implemented opportunities provided to meet staff needs talent bank of staff and community members maintained assign mentor teacher to new teachers
We will develop a program that will ensure communication and foster direct family communication/participation in the education success of students.	<ul style="list-style-type: none"> provide training for teachers and families in order to participate in educational success of students enlist community support and involvement in programs and activities implement effective communications structure coordinate and implement involvement of families and community members in schools 	<ul style="list-style-type: none"> teachers trained in techniques of parent conferencing teachers trained in use of volunteers educational outreach programs developed talent bank of community members developed employers allow flex time for school involvement volunteer coordinator position created family representative involved in school activities
Provide educational program options and alternatives for students prior to high school in order to ensure success.	<ul style="list-style-type: none"> develop before and after school opportunities that are easily accessible expand junior high school's alternative education program cooperate with service providers to improve early childhood programs 	<ul style="list-style-type: none"> programs are in place junior high program includes sixth grade more subject areas offered early childhood training needs coordinated with schools and community agencies
We will refine and use intervention and prevention programs that will support students and families with regard to suicide, sex and alcohol/drugs.	<ul style="list-style-type: none"> enhance present health curriculum provide counseling services which effectively meet needs of student population provide professional updates for health educators/counseling staff strengthen interagency services, coordination, and communication support development of parenting skills in families of District students 	<ul style="list-style-type: none"> health curriculum on regular cycle reviewed and updated itinerant counselor employed peer helping programs implemented provided time for networking provided training opportunities utilization of local services to enhance current health curriculum



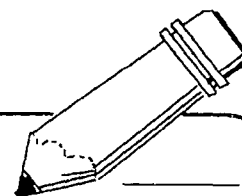
Kuspuk Schools

Bob McHenry, Superintendent

Students, Parents, Teachers, Community Member Participation

Efforts to encourage participation from various groups and individuals with vested interest in our school system included the following: an explanation of, and request for, participation in the Education Plan in the District's monthly publication; two meetings regarding Chapter 173 and the Education Plan were held in October and November in Aniak with the Report Card Coordinator and the District principals; community surveys (over the last four years) indicating what areas of education are considered important were reviewed and summarized; standardized test scores since 1984 were reviewed; six Parent Advisory Committee meetings were held in December (in six different villages) and the Education Plan was presented, discussed and input received; information regarding Chapter 173 and the Education Plan was presented at the October School Board meeting; results of the various Parent Advisory Committee meetings, community survey results, standardized test scores and information from the Curriculum and Instruction/Resource Coordinator and principals were presented to the Kuspuk School District School Board (December 1991) and discussed by school board members and community members in attendance. This all resulted in the formation of the attached two goals related to writing and mathematics.

Superintendent's Highlights



The Education Plan began with certain guidelines: goals should serve our needs, be specific, attainable, and measurable. To achieve this end a variety of sources were consulted. Achievement test scores were reviewed; teachers, students, and parents were surveyed; community input actively sought; and a review of existing programs was made (ensuring that certain high priority concerns would not receive a duplication of effort). The resulting plan is one we believe will serve our District's students well.

District Characteristics

District Population	1,642
Number of Schools	10
Square Miles	12,120
Teachers FTE	45.2
Enrollment PE-12	443

Goals	Strategies	Measurements
<p>All students will communicate effectively in writing by demonstrating awareness of voice, ideas, organization, word choice, sentence structure, and language conventions.</p>	<ul style="list-style-type: none"> • continued participation in Alaska's Statewide Writing Assessment annual training • continued involvement with Alaska State Writing Consortium • development of staff regarding Alaska State Writing Consortium, writing process, and State analytical rubric for writing assessment • use of analytical writing assessment rubric by teachers and students • hiring practices which reflect our concern for teachers who have been trained in writing process and analytical writing assessment 	<ul style="list-style-type: none"> • students in grades five and eleven will score 2.5 or higher on all areas of rubric as scored by Alaska Statewide Writing Assessment, May 1995
<p>All students in grades K-3 will improve their skill in mathematics.</p>	<ul style="list-style-type: none"> • compose curriculum which clearly articulates balance between use of manipulatives (concrete objects/ concepts) and math computation (paper and pencil/number work) • provide staff development regarding this curriculum • provide materials/resources to assist in delivery of this curriculum • hiring practices which reflect concern to acquire individuals with training appropriate to this curriculum 	<ul style="list-style-type: none"> • number of students in grade four in top quartile will increase and number of students in bottom quartile will decrease on the ITBS mathematics computation strand, Spring 1995

Lake and Peninsula Borough Schools

Frank Hill, Superintendent

Students, Parents, Teachers, Community Member Participation

Educational planning in the Lake and Peninsula Borough School District is ongoing and comprehensive. This planning involves students, instructional staff, administration, Local School Advisory Committees and the District School Board. The established goals for the District's instructional program are approved and distributed during the annual August staff inservice that is held in Anchorage. Goals are taken back to the individual school sites and this provides the basis for the evaluation of the school's performance for the current school year. Each year fifteen Local School Advisory Committee meetings are held, three Board Meetings, and a LSAC training workshop to discuss educational planning.

Each school year terminates with the establishment of goals and educational initiatives for meeting those goals for the following school year.

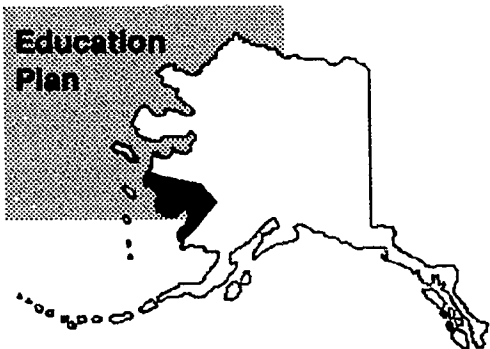
Superintendent's Highlights

The Education Plan as submitted for the District Report Card is a continuance of the planning that has taken place over the past five years. The District has developed a student outcome based curriculum in all subject areas for all grades. The final step in this process are the goal statements relative to expected student achievement levels, utilization of technology, and increasing parental and community ownership of local schools.

District Characteristics

District Population	1,793
Number of Schools	15
Square Miles	25,061
Teachers FTE	55.9
Enrollment PE-12	522

Goals	Strategies	Measurements
<p>The graduating class of 1996 will exhibit a level of competence at 77% or greater in the curriculum areas of language arts, mathematics, science, and social science, as assessed by a mastery level criterion-referenced summative evaluation.</p>	<ul style="list-style-type: none"> • develop and distribute district <i>School Opinion Inventories</i> to high school students, high school graduates of the district, parents, community members, local/regional businesses, and educators • complete development of outcome based curriculum • develop criterion-referenced measures for all basic areas of curriculum 	<ul style="list-style-type: none"> • presentation of comprehensive report to Board, June 1992 • recommendations to Board made for curriculum adjustments, June 1992 • curriculum revised by beginning 1993-94 • criterion-referenced evaluations in place for basic areas of curriculum by beginning 1995-96
<p>Effectively utilize a wide variety of educational technologies to expand and enhance student understanding and use of appropriate application of technologies which will prepare them for the world of work.</p>	<ul style="list-style-type: none"> • establish educational technology committee consisting of members who represent district • oversee integration of technology across curriculum • expand classroom telecommunications activities • continue utilizing Star Schools Satellite classes as supplement to district's curriculum 	<ul style="list-style-type: none"> • recommendations secured to ensure each site meets established minimum equipment supply list for computers, March 1, 1992 • learner outcomes relate specifically to integration of technology into curriculum, May, 1993 • annual assessment to monitor uses of technology that enhance instruction recommendations for budgeting purposes, February 1, of each school year • school sites have appropriate equipment, instructional support activities and teacher inservicing by beginning of 1992-92 • evaluation of current satellite instructional courses to determine impact, appropriateness and alignment with district curriculum, May 1992
<p>Develop and implement parenting and parent support programs to improve student achievement and academic success.</p>	<ul style="list-style-type: none"> • enhance communication with parents to increase awareness of school's instructional program • encourage parents to become involved with district counselor in planning their student's high school course of study • increase parental awareness of current issues that negatively affect their child's educational program • offer adult basic education courses for interested parents in area of appropriate parenting skills 	<ul style="list-style-type: none"> • activities for parents that highlight student achievement, academic work, and athletic abilities, 1992-93 • all eighth grade students participate in February 1992 freshman orientation • counseling workshops available to parents upon request, 1992-93 • district's counselors, in cooperation with Bristol Bay Area Health Corporation, provide workshops on Effective Parenting, 1992-93



Lower Kuskokwim Schools

Sue Hare, Superintendent

Students, Parents, Teachers, Community Member Participation

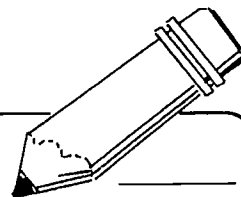
The Lower Kuskokwim School District first became involved in the strategic planning process during the 1990-91 school year. An initial planning team meeting was held in Bethel on December 7-9, 1991. The planning team was selected in a manner to be representative of the LKSD area.

The Action Team phase of the strategic planning process occurred during January-April, 1991. During this time action teams were organized by the site administrators in each community. In most instances this team was the local advisory School Board working with volunteers from the teaching staff.

The District administration organized three cluster, or area, meetings once the local planning teams completed their recommended action plans. The objective of each area meeting was to compile all action plans into an area-wide recommendation that was made to the original planning team at a meeting held in Bethel in May 1991.

The original planning team at the second meeting in Bethel developed the Strategic Plan for the District using the recommendations from the three cluster meetings. The plan was then presented to the superintendent and District Board and adopted in June 1991.

Superintendent's Highlights

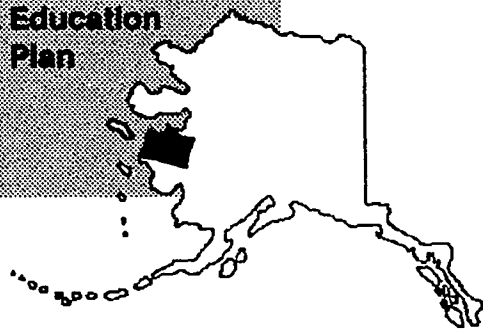


LKSD's Strategic Plan and Comprehensive Evaluation Plan provide a systematic process to improve the District's schools. These plans ensure that community and school people are involved in the continuing progress toward achieving the District's goal of excellence in all our schools.

District Characteristics

District Population	11,190
Number of Schools	26
Square Miles	23,792
Teachers FTE	222.3
Enrollment PE-12	2,987

Goals	Strategies	Measurements
Provide students with a background and skill level diverse enough to afford them admission and success in a university or vocational school of their choice.	<ul style="list-style-type: none"> • staff teach in endorsed areas • exposure to other ideas and cultures • offer courses to meet minimum entrance requirements • challenge students to reach potential • utilize clear statements of course expectations/requirements 	<ul style="list-style-type: none"> • teachers with multi-endorsement • number of enrichment activities • courses offered • standards established for courses
Promote wellness, self-esteem, self-worth and empowerment of our students by forming a partnerships.	<ul style="list-style-type: none"> • encourage parent involvement • establish annual elder conference 	<ul style="list-style-type: none"> • number of parents involved • results of evaluations from elder conference
Provide an education in which the child's ethnic identity is reinforced and common traditions of all cultures are respected.	<ul style="list-style-type: none"> • conduct culture weeks and days • utilize local histories as part of class • form elders' group at each site • Yup'ik history and culture materials 	<ul style="list-style-type: none"> • number of cultural activities • elders' group formed at each site • updated bibliography
Educate students in the wise use and care of our natural resources and environment.	<ul style="list-style-type: none"> • involve elders and local resources in science programs • develop policies for recycling 	<ul style="list-style-type: none"> • evaluate science program • recycling policy
Foster appreciation, respect, and understanding of the Yup'ik/Cup'ik culture, values and Yup'ik language proficiency.	<ul style="list-style-type: none"> • achieve Yup'ik/Cup'ik language proficiency • increase use of local, culturally appropriate materials 	<ul style="list-style-type: none"> • results of language proficiency test
Incorporate ESL methods and strategies throughout Pre K-12 instructional program.	<ul style="list-style-type: none"> • provide training/support in ESL techniques, programs, and materials 	<ul style="list-style-type: none"> • percentage of teachers trained in ESL techniques
Provide students with instruction and skills to use today's technology.	<ul style="list-style-type: none"> • provide equal educational opportunities • staff development to support all new technology assisted instruction 	<ul style="list-style-type: none"> • students using technology • staff utilizing technology
Put in place a comprehensive recruitment and training program which will prepare all instructional staff for the cross-culture classroom.	<ul style="list-style-type: none"> • develop specific recruitment practices • provide cross-cultural experiences • training and awareness in cultural uniqueness Y-K Delta 	<ul style="list-style-type: none"> • recruitment policy • number of cross-cultural and training opportunities available to staff
Develop a program to reduce sexual abuse of children.	<ul style="list-style-type: none"> • provide training on identification and reporting of child sexual abuse • selection of material on sexual abuse and prevention • adopt program designed to prevent continuing sexual abuse cycle 	<ul style="list-style-type: none"> • number participating in training program • bibliography of materials • program implemented
Organize a system that ensures facility changes and equipment replacement.	<ul style="list-style-type: none"> • properly use equipment • manage plant 	<ul style="list-style-type: none"> • plan to upgrade equipment • plan to maintain plant facilities
Promote excellence in students and staff through competition and recognition.	<ul style="list-style-type: none"> • acknowledge achievement of students • recognize outstanding employees 	<ul style="list-style-type: none"> • awards program in place
Provide a developmentally appropriate pre K-3rd grade educational program.	<ul style="list-style-type: none"> • provide training in developmentally-appropriate education • implement developmentally-appropriate practices • have early childhood endorsement 	<ul style="list-style-type: none"> • developmentally appropriate program in place



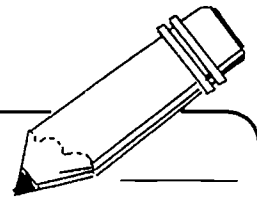
Lower Yukon Schools

Keith Evans, Superintendent

Students, Parents, Teachers, Community Member Participation

It took over two years to research, develop and write the LYSD Strategic Plan. During the course of this process, input was solicited from every village through home visitations in which over 400 parents and community members were surveyed to determine perceptions and desires for LYSD graduates. During the actual planning process over eighty-five people from both staff and community were involved with over 20 meetings being held and hundreds of hours of effort going into the actual planning process.

Superintendent's Highlights



During the past year, the Lower Yukon School District successfully completed Strategic Planning. As a result of that planning, we now have clarity of focus which will guide the District toward quality education for all students.

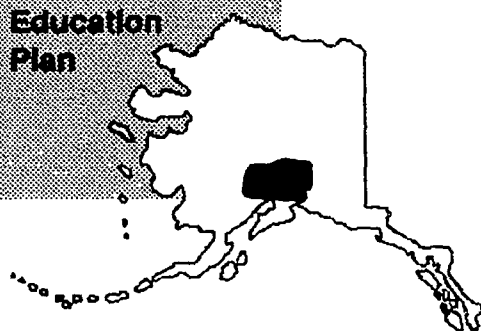
The focus is stated in the Mission Statement developed during the strategic planning process -- The Mission of the Lower Yukon School District is to work cooperatively with the community to insure students achieve District educational outcomes and become successful lifelong learners who value their heritage to a changing world.

The Strategic Plan is the beacon of light which will dictate our actions and use of resources for the next five years. The objectives and strategies listed represent how the district will implement the plan for the students in our District.

District Characteristics

District Population	4,832
Number of Schools	11
Square Miles	19,302
Teachers FTE	123.2
Enrollment PE-12	1,443

Goals	Strategies	Measurements
One hundred percent of the LYSD students will graduate having met the District's established outcomes.	<ul style="list-style-type: none"> establish learning outcomes and objectives for primary, middle and secondary levels train staff in Outcomes Based Education and Mastery Learning develop plan to maximize use of technology at each site, and in District, to support curriculum implement cross-curricular K-12 strategies/activities to develop cultural awareness/appreciation design comprehensive suicide prevention program 	<ul style="list-style-type: none"> attainment of outcome/objectives using ITBS and summative assessments exit outcomes developed in areas of language arts, math, and science for primary, middle and secondary levels training occurred with staff developing and implementing Mastery Lessons pilot program implemented that shows technology support for district's curriculum curriculum and strategies developed with emphasis on cultural awareness/appreciation counselor reports of student contacts and referrals related to suicide
One hundred percent of the LYSD students will practice healthy life skills as defined by District outcomes.	<ul style="list-style-type: none"> develop and implement strategies to reduce substance abuse design comprehensive suicide prevention program develop K-12 family life curriculum 	<ul style="list-style-type: none"> counselor reports of student contacts and referral related to substance abuse train students on Natural Helpers, BABES, and Positive Action self-esteem programs counselor reports of student contacts and referrals related to suicide outcomes developed for K-12 family life curriculum
One hundred percent of the LYSD community will be positively involved in the education of the child.	<ul style="list-style-type: none"> implement parent education plan to include: parenting skills, parent as advocate, parent as provider and parent as educator involve community in a productive manner in site and District activities hold parent training workshops hold parent workshops designed to inform parents about OBF/ML 	<ul style="list-style-type: none"> record of parents' and community members' involvement record of each home visited each quarter to inform parents of student progress
The District will establish outcomes for primary, middle, intermediate and secondary levels.	<ul style="list-style-type: none"> establish learning outcomes and objectives for primary, middle, and secondary levels develop K-12 assessment program which measures Federal, State and District outcomes 	<ul style="list-style-type: none"> outcomes developed for language arts, math and science for primary, middle and secondary levels K-12 assessment program developed for language arts and math outcomes
By August 1995, all sites will have adequate facilities to meet the needs of the school population and facilitate the program outcomes.	<ul style="list-style-type: none"> develop facility use plan which addresses maintenance and acquisition of appropriate funds 	<ul style="list-style-type: none"> plan developed to address maintenance of existing facilities and acquire appropriate facilities



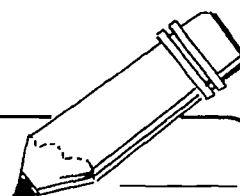
Matanuska-Susitna Borough Schools

Ell Sorenson, Superintendent

Students, Parents, Teachers, Community Member Participation

The School Board guided the development of this plan through its administration and staff. As representatives of the community, they have solicited and utilized input from our diverse communities. Specifically, our strategic planning effort, *Mat-Su 2000 and Beyond* involved students, parents, business, government, staff, and higher education. In addition, the District surveyed the community through the schools and two local newspapers to solicit input for school improvement efforts.

Superintendent's Highlights

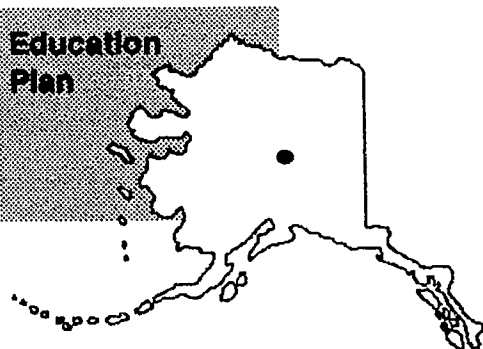


In the Matanuska-Susitna Borough School District, the students are achieving at a level significantly above national norms. While most of our students are achieving at or above national norms, we look forward to the not-to-distant day when all our students will demonstrate life long learning skills upon completion of high school. We are excited about guaranteeing the success of all who are engaged learners. In the mean time, we are aggressively pursuing strategies to eliminate conditions placing students at risk. We are refining an instructional delivery system which is as good as any in the nation. We have directly addressed at-risk student problems. We are implementing a model district-wide computer assisted instructional program. We are moving rapidly into districtwide distance delivery systems and the use of fiber optics. We are using collaborative negotiation and problem solving practices which have significantly enhanced district employee relations and morale. Without question, the people of Alaska are getting full value for their investment in the Matanuska-Susitna Borough Schools.

District Characteristics

District Population	38,953
Number of Schools	26
Square Miles	20,544
Teachers FTE	578.6
Enrollment PE-12	10,580

Goals	Strategies	Measurements
The District will promote positive pupil/teacher ratios and proven programs which are directly focused on reducing the number of students who are at risk.	<ul style="list-style-type: none"> • advocate for increasing instructional unit value to \$63,000 • continue to emphasize lowering pupil/teacher ratio as budget priority • continue to expand alternative options for students at risk, including school within a school programs, tutoring, etc • promote parent, grandparent and community involvement to assist students to achieve their best 	<ul style="list-style-type: none"> • attempt to lower pupil/teacher ratio in FY 93 budget plan • identify and expand effective program options for students at risk, FY 93 • reduce number of students who leave school without graduating
The District will build a research-based curriculum which is designed to promote student achievement and self-esteem.	<ul style="list-style-type: none"> • exit outcomes for all learners • develop course and grade level outcomes for students • pilot utilization of array of assessment tools aligned with outcomes to identify student growth • establish strategic planning action team to address research based practices • provide staff development on draft outcomes 	<ul style="list-style-type: none"> • published exit outcomes for all students, September 1 • draft course and grade level outcomes to pilot during FY 93 • preliminary report on assessment and reporting tools alignment to facilitate implementation of draft outcomes, November 15 • intensive staff development session on outcomes to be evaluated by participants, September 1 • system of assessment to establish new base line of student performance on desired student outcomes, June 1992
The District will exert the effort needed to house students in uncrowded, well built, and well maintained schools.	<ul style="list-style-type: none"> • schools placed on 6-year capital construction plan • District works with Assembly and legislators to collectively build long-term vision of educational facility needs • advocate for changes to House Bill 37 • Borough places ballot initiative before voters for needed schools by October 30, 1992 	<ul style="list-style-type: none"> • approved plan to build middle school, elementary school, K-12 school, and various renewal and renovation projects, by November 15
The District will promote good public relations through improved communications with all segments of our communities.	<ul style="list-style-type: none"> • survey perceptions in community regarding school operations • establish communications as budget priority • establish strategic planning action team to improve communications • report School Board actions to general public through <i>Board Briefs</i> in timely manner • District will work with employees to make certain that information shared with community is accurate and reflective of quality we desire to achieve 	<ul style="list-style-type: none"> • analyze community survey to identify community concerns, March 1 • write plan for improving communications based upon survey data and strategic planning team, April 1 • assess, through comparison of second annual survey with current year, communities' perception of District communication effectiveness and acceptance of change and school improvement efforts, January 15



Nenana City Schools

Pamela Van Wechel, Superintendent

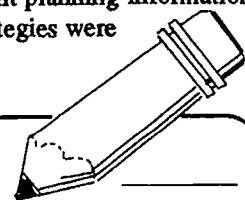
Students, Parents, Teachers, Community Member Participation

Extensive goal setting and the evaluation of goals has been accomplished at all levels. Goal setting has been a difficult challenge for the Board of Education in past years, but improvement was apparent in 1992. Realistic, broad-based goals were set. The Board will utilize their goals to evaluate the programs, the Superintendent and the effectiveness of the Board.

Teachers were instructed on goal-setting procedures and each staff member wrote personal goals in conjunction with the school wide goal setting. Students were also taught to set goals and strategies.

The process of goal setting allowed students, staff and the community to share information. School sponsored community gatherings, staff meetings, parent conferences and School Board meetings are few of the avenues utilized to share important planning information. Through this sharing, general directions were set and specific strategies were developed by the Superintendent and her staff.

Superintendent's Highlights



The students and staff are enjoying a re-awakening as the school slowly recovers from economic "hard times." This is a period of growth and a time for rebuilding and expansion of educational programs in Nenana.

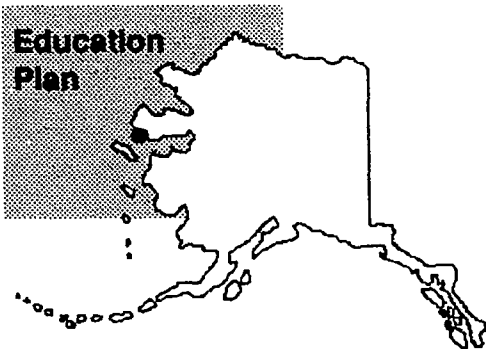
Parents, students, staff and the entire community of Nenana are slowly learning to plan and work together to put a priority on the outcome of the educational process. Goal setting activities have helped the staff, students and community recognize that the school is more than a place to work.

We are becoming willing, as a community, to be more accountable for the quality of service provided at school. The community has come to recognize that learning is a very important process for all. Education is deserving of our attention and collective community support.

District Characteristics

District Population	695
Number of Schools	1
Square Miles	9
Teachers FTE	20.0
Enrollment PE-12	190

Goals	Strategies	Measurements
Improve the quality of instruction through effective teacher recruitment, supervision and staff assignment.	<ul style="list-style-type: none"> hire staff based on needs of program create environment conducive to change select student teachers to study at Nenana school professional development based on complementary strengths 	<ul style="list-style-type: none"> professional staff turn-over reduced minimum of 50% of staff select professional development activity 2 student teachers at Nenana each year observation of effective strategies
Encourage positive change in all areas of the school program by creating an environment for visionaries.	<ul style="list-style-type: none"> articulate ideas for improvements, encouraging contributions from staff solicit visions of goals from students, parents and community members encourage teachers to take risks and try new ideas make teachers and students more accountable for school improvement 	<ul style="list-style-type: none"> written and oral contributions for positive change ideas from staff, students and community long range plan serves as guide grants support major new expenditures everyone sets goals and evaluates self
Improve the school climate, assuring that each student and staff member feels welcome, necessary and a valued part of the school.	<ul style="list-style-type: none"> communicate key components of a "positive school climate" encourage involvement in activities stop drop-outs utilize opportunities to involve parents and the community 	<ul style="list-style-type: none"> monitor behavior changes in students and staff observe kinder, more respectful behaviors among students and staff 100% graduation rate participation at school functions
Provide new programs and new ideas for the "total school improvement" effort in Nenana.	<ul style="list-style-type: none"> implement new Nenana Middle School organize program to utilize Nenana vocational education facility contract-out or trade services with other school districts seek opportunities to "put Nenana on the map" as exemplary school 	<ul style="list-style-type: none"> Middle School Program in place good subjective community comments 6 visiting students at Nenana at all times demonstrate improved services for students publicize positive school activities
Take control of a variety of administrative activities and situations which have been "out of control."	<ul style="list-style-type: none"> provide on going supervision of all persons at school process information about income, expenditures and incoming orders establish discipline plan maintain confidentiality as required by law and professional ethics 	<ul style="list-style-type: none"> staff and program evaluations all legitimate needs met through program budgets observe guidance and follow-up reduce disciplinary referrals and suspensions maintain confidential student files
Ensure accountability in all areas of the district and demonstrate outcomes of the accountability.	<ul style="list-style-type: none"> assess program strengths and determine needs rewrite grants and grant objectives to meet the identified students needs identify needs and desires of teachers and students start one year early with "Report Card" 	<ul style="list-style-type: none"> respond to deficiencies and demonstrate improvement favorable program reviews grants submitted with teaching staff in charge of their own programs perfect strategy and provide good "report card"
Encourage the entire community to raise expectations for the school and for the students, and teach everyone to set realistic goals for improvements.	<ul style="list-style-type: none"> identify key projects that require community-wide support focus goal setting activities with Board on program improvement encourage, personal, professional goal setting among staff teach students next step in goal setting 	<ul style="list-style-type: none"> community goals identified and strategies in place publish Board goals teachers work together to become better personally and to make school better students begin to take responsibility for accomplishment of goals set



Nome City Schools

Robert Kinna, Superintendent

Students, Parents, Teachers, Community Member Participation

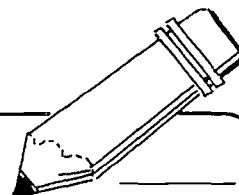
In this first effort to develop a school report card and the short time involved, we did not use the groups that will actually be used in developing our educational plan for 1992-93.

The District Administration, School Board and Native Parent Committee were planners for this report card effort.

Monthly meetings, and sometimes twice monthly, were held to come up with some direction for this district.

January 1991-June 1991 were devoted primarily to bringing the School District back to a state of equilibrium after a time of turmoil.

Superintendent's Highlights



Along with goals stated by President Bush in America 2000, and goals set forth in Alaska 2000, local specific goals include the Early Childhood restructuring project in the Nome Elementary School. Aggressive curriculum and technology upgrades will continue at the Nome-Beltz High School to meet community/student needs.

District Characteristics

District Population	3,560
Number of Schools	2
Square Miles	18
Teachers FTE	49.0
Enrollment PE-12	773

Goals	Strategies	Measurements
Every student will be achieving at grade level by the end of each school year.	<ul style="list-style-type: none"> • provide quality classroom instruction that recognizes individual learning styles • early identification and remediation of learning disabilities • emphasize basic foundation courses/subject and then provide for elective choices to broaden educational horizons • promote good attendance, at least 95% for every student • support and modify primary grades restructuring and early childhood education efforts 	<ul style="list-style-type: none"> • ITBS scores • individual assessment by development of portfolio concept • standards developed by local staff and the Department of Education to measure the Early Childhood Program • SAT-ACT test scores
Every student will have a yearly school attendance rate of 95%.	<ul style="list-style-type: none"> • comprehensive attendance policy for grades 7-12 • define Home/School Coordinator position at elementary to focus on grades K-3 • offer quality programs with quality instruction so school becomes a priority • positive reinforcement for good attendance 	<ul style="list-style-type: none"> • examine ADA recorded statistics • increase attendance from previous years
By June 1992 a comprehensive plan for the improvement of building libraries will be ready for Board adoption (i.e., linking libraries updated material and technology).	<ul style="list-style-type: none"> • develop plan for improvement with committee composed of representatives from staff, college and community 	<ul style="list-style-type: none"> • submission of plan, June 1992
By June 1992 a districtwide technology committee will have for Board approval a framework for ongoing technology acquisition and use.	<ul style="list-style-type: none"> • empower committee to do planning 	<ul style="list-style-type: none"> • presentation of plan, June 1992
Each student will graduate from high school with competencies to find and keep an entry level job in his/her field of choice or to pursue a post high school position.	<ul style="list-style-type: none"> • expect and provide for students to achieve to their highest level of ability • offer appropriate primary instruction so that every child can read, communicate and compute • provide college bound course options and vocational track 	<ul style="list-style-type: none"> • high school graduate follow-up studies one year after graduation and five years after graduation • analyze numbers of students entering the world of work as well as number entering college or post secondary training
Strive to inculcate in the Nome Community the need for a Middle School facility so that within these years (1994), by popular demand, a bond issue election vote will be called.	<ul style="list-style-type: none"> • present need to separate grades 7 and 8 from the high school setting • encourage community to spearhead initiative • no outstanding debt will be a burden by 1993 • find way to use 2M cash reserve that was carryover from 1985 elementary building construction 	<ul style="list-style-type: none"> • a ballot initiative in 1993

North Slope Borough Schools

Patsy Aamodt, Superintendent

Students, Parents, Teachers, Community Member Participation

The North Slope Borough School District implemented the process of developing a strategic plan in September of 1990. Well over 400 individuals including parents, students, school staff, Board members, and community members were involved. A total of about 25 meetings were held.

One of the outcomes of these meetings was the development of three strategic objectives or goals. These goals were approved by the School Board and shared with the public in January of 1992.

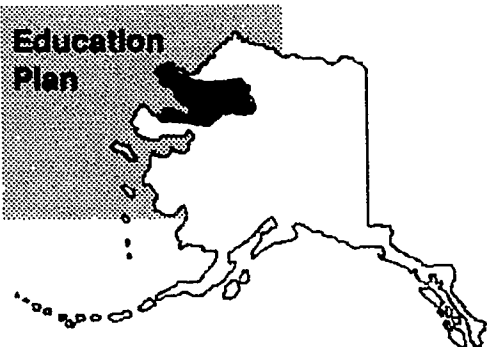
Superintendent's Highlights

Our vision and the focus of our plan is to produce graduates who are prepared for college, have marketable skills and will be proud of their heritage. As adults they will become responsible and productive members of society.

District Characteristics

District Population	5,623
Number of Schools	9
Square Miles	84,983
Teachers FTE	130.3
Enrollment PE-12	1,735

Goals	Strategies	Measurements
<p>To improve our students' understanding of Inupiaq culture, heritage and language.</p>	<ul style="list-style-type: none"> • define <i>exit level</i> for Inupiaq curriculum • develop curriculum utilizing traditional methods and creative use of technology • identify appropriate learning resource materials • develop criterion reference assessment program 	<ul style="list-style-type: none"> • track enrollment in program • performance on criterion reference test • increase number of students proficient in language • feedback from classroom teachers and Inupiaq language teachers
<p>To use technology to improve all students' access to a comprehensive curriculum and high quality instruction. The purpose is to establish equity of course offerings and a more challenging and exciting educational program.</p>	<ul style="list-style-type: none"> • field test distance delivery programs (Live Net, Compressed Video, Edunet, Star Schools) • utilize laser disks in math, language arts and science • utilize districtwide computer networking among all teachers and students • continue to upgrade computer labs 	<ul style="list-style-type: none"> • annual strategic review for improvement of use of technology • feedback from field test
<p>Increase the number of well qualified certified Native teachers employed by the District.</p>	<ul style="list-style-type: none"> • continue career ladder for ILT's • organize program to recruit students • institute Future Teachers of America program • use students as teacher assistants • develop biography books on local native teachers 	<ul style="list-style-type: none"> • track individuals on career ladder • popularity of FTA and teacher assistance program • interviews with college students



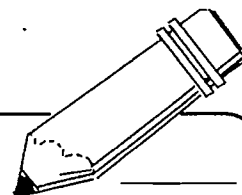
Northwest Arctic Borough Schools

Ed Gonion, Superintendent

Students, Parents, Teachers, Community Member Participation

- * Northwest Arctic Borough School District (NWABSD) Regional School Board Meetings Worksessions-Monthly
- * NWABSD Community Advisory School Board Meetings-Monthly during school year
- * Northwest Arctic Borough Regional Strategy Meetings-December 1991
- * Northwest Arctic Borough Regional Strategy Village Meetings-Fall 1991 (all sites)
- * NWABSD District Report Card Planning (3 sessions)-Fall 1991
- * NWABSD Strategic Planning village meetings-Fall 1991
- * NWABSD annual village Budget Hearings-Spring 1988-1991
- * NWABSD State/Federal Programs Advisory committee meetings-Quarterly
- * NWABSD Curriculum Council Meetings-Monthly
- * NWABSD Regional Elder's Conference-May 1991

Superintendent's Highlights

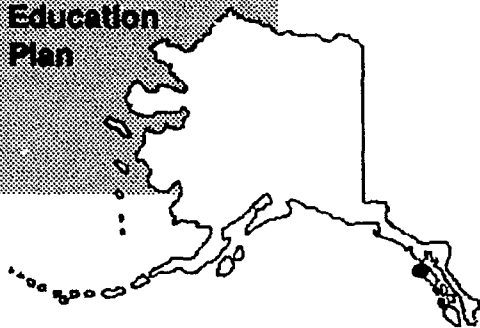


The focus of the District's plan is to improve academic achievement through a variety of means including greater parental involvement, higher expectations, improved bilingual/bicultural education, improved vocational education and bringing together the communities and the region through improved communications.

District Characteristics

District Population	6,033
Number of Schools	14
Square Miles	36,495
Teachers FTE	119.5
Enrollment PE-12	1,877

Goals	Strategies	Measurements
Develop and implement a comprehensive communication network.	<ul style="list-style-type: none"> • re-establish district newsletter • better utilize area media • increase communication between Advisory and Regional School Boards • establish systematic procedures for intra-district communications • improve communication between teachers and parents by establishing and implementing plan at each site 	<ul style="list-style-type: none"> • establishment of newsletter • number and content of articles/broadcasts in local media • administrative analysis • review of individual site plans
Establish higher standards and raise expectations of students and staff regarding attendance, academic achievement, and progressional performance.	<ul style="list-style-type: none"> • establish higher expectations for all employees • continue to emphasize staff development for all employees and better orient principals • develop competency based programs for students • encourage students to attend school on time and ready to learn • adjust curriculum and instructional program to foster greater student achievement 	<ul style="list-style-type: none"> • board minutes • review number and content of staff development activities • review programs • maintain comparisons of yearly attendance records • sixty percent of students will score above bottom quartile in language, reading, and math on Fall 1994 statewide assessment
To increase parent involvement.	<ul style="list-style-type: none"> • encourage parents to volunteer in classroom, work with students on schoolwork at home, and sponsor student activities • develop site plans for increasing positive communications from school to home • develop and distribute list of basic and extra strategies parents can use to help their children succeed in school 	<ul style="list-style-type: none"> • report by principals • review plan for increasing communications • review list of strategies
To improve the effectiveness of bilingual and bicultural education.	<ul style="list-style-type: none"> • pilot in-class delivery model of instruction with Inuit teacher and classroom teacher collaborating to maximize development in Inuit and English language • emphasize bicultural/bilingual education to allow better integration of local content across curriculum • focus on oral communication at the elementary level offering literacy electives at secondary level • develop long term plan and time lines 	<ul style="list-style-type: none"> • evaluate in-class delivery model • report by principals • review curriculum plans
To develop and implement a more comprehensive career education curriculum.	<ul style="list-style-type: none"> • insure vocational education curriculum committee focuses on incorporating career education and work skills in curriculum development • develop plan to increase private sector involvement in career education and work study programs 	<ul style="list-style-type: none"> • review vocational education curriculum committee minutes • report by Curriculum Director • review plan to increase private sector involvement



Pelican City Schools

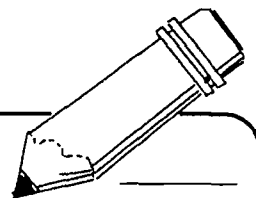
Bill Borofka, Superintendent

Students, Parents, Teachers, Community Member Participation

In the Fall of 1991 the school staff initiated strategies for improving the Pelican School program based on Board goals set during the month of August 1991. With the assistance of an outside facilitator an extensive work session was held prior to the start of the school year. Participation included the entire staff, community members and the School Board. Board, community and staff concerns and needs were identified and discussed. As a result the five prioritized goals were then developed by the School Board in a public work session. Additionally, the planning strategies are based on information gained from federal programs needs assessments, parent and staff meetings and the Vocational Education Committee. All district policy and planning meetings are open to the public and announced through community memos, phone contacts and mailings to the homes.

The degree of achievement of the Board goals will be assessed on a formative basis and through an annual survey. Additions and refinements of the planning strategies will be based upon input from the community, students, Board and staff and upon the quantitative measures identified in the plan.

Superintendent's Highlights



The Board's goals set the tone and framework for improvement of the school program over this two year period and beyond. The superintendent views the integration of district goals with Alaska 2000 goals as an important factor in the education planning for the District. The School District values a continued emphasis on parent and community participation in the further development of education goals that meet the needs of Pelican students.

District Characteristics

District Population	252
Number of Schools	1
Square Miles	1
Teachers FTE	5.5
Enrollment PE-12	46

Goals

Strategies

Measurements

Develop and implement a plan to improve communications among staff, parents, students and community through the 1992-93 school year.

- publish and distribute monthly school newsletter and calendar for students, parents and community
- post minutes of board action in community
- schedule teacher/parent grade level meetings periodically
- conference each semester between each high school student, superintendent, and counselor
- continue school contact with parents through attendance monitoring

- school-wide survey, May 1992 and subsequent surveys will reflect observations from parents, students, staff and community regarding improved communications

Identify and implement alternative means for providing expanded and enriched educational opportunities for students, staff, Board and community.

- participate in STEP/Star distance learning courses and inservice activities
- revise vocational course offerings
- continue to integrate categorical programs in regular classroom instruction
- expand distance learning opportunities to include middle/elementary grades
- Board members and superintendent participation in professional development/leadership training

- student achievement levels as measured on ITBS
- staff participation in STEP/Star inservice
- parents/community members participation in distance education interactive inservice
- categorical funds support students' motivation and success in regular classroom
- superintendent and Board receive professional development/leadership training

Improve school attendance.

- initiate attendance awards
- contact parents when students are absent and when pattern occurs
- provide support to parents for improving attendance and punctuality
- develop computerized attendance monitoring program
- continue effort with migrant tutoring to assist students to succeed

- 50% of students at end of each quarter of 1991-92 and 1992-93 school years have fewer than 5 absences and tardies combined

Parent participation in school activities will be increased.

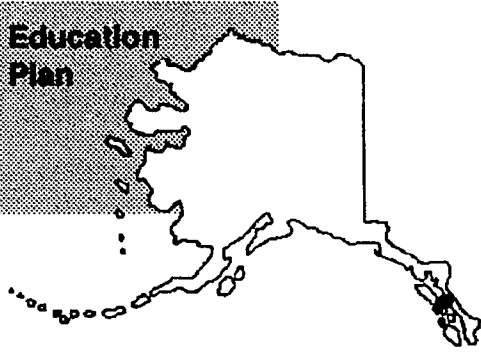
- potlucks with parents and community
- parent/teacher grade level meetings
- staff make personal contacts
- parent and community participation in planning and instruction
- create partnership between staff and parents in school activities and inservice

- at least 70% of parents participated at their child's grade level meetings
- parent and staff observations through annual school survey reflects increased interest and participation at school

Each staff member will develop a positive discipline management plan for his/her classroom, and, as a group, the staff will revise and implement a positive school-wide behavior management plan.

- create discipline committee
- utilize assertive discipline model
- assist teachers with examples of successful classroom plans
- each teacher will review, revise and implement positive discipline plan
- revision of school-wide rules, procedures and consequences
- review and develop improvements in behavior management plan

- individual classroom discipline plans, May 1992
- school rules, guidelines and consequences revised, 1992-93 school handbook
- staff, student and parent observations from school needs assessments indicate improvements in school discipline plan



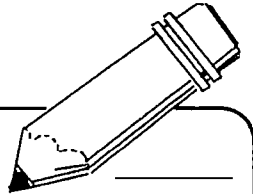
Petersburg City Schools

Mary Francis, Superintendent

Students, Parents, Teachers, Community Member Participation

The Petersburg School Board started its process of formal educational planning for the future by announcing the process and timeline of goal setting at its November school board meeting. An ad was placed in the Petersburg Pilot requesting ideas or comments from the public that might be used in planning the future of the District. Suggestions were compiled and presented at the school board work session held December 7, 1991 and moderated by an outside facilitator. Teachers and administrator were invited to attend as was the public in general. At this work session the five goals for the Petersburg School District were formulated. The goals and plans for achieving them were further discussed at meetings and work sessions in December and January before being formally accepted at the January 14, 1992 School Board meeting. Following Board acceptance, committees were formed with a wide range of school and community participants to develop action plans which will assist in the accomplishment of each goal.

Superintendent's Highlights

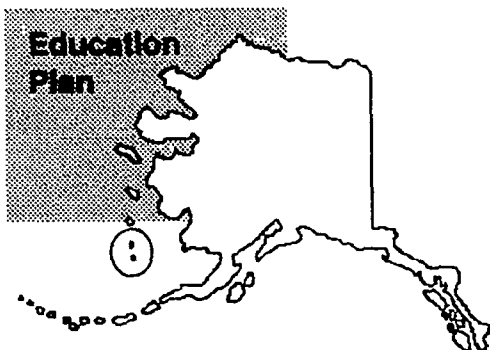


Specific needs identified by the School District and community provided the foundation for the school board's annual education plan. Goals were developed with community input while action plan committees formulated strategies for achieving and measuring them.

District Characteristics

District Population	3,244
Number of Schools	3
Square Miles	2
Teachers FTE	41.3
Enrollment PE-12	702

Goals	Strategies	Measurements
Establish high educational expectations for all students.	<ul style="list-style-type: none"> • develop action plans with committees of staff, students, parents and community members that identify strategies, costs, timelines, measurements for achieving goal • review board policies and modify, if necessary, to support this goal • develop list of expectations for all students 	<ul style="list-style-type: none"> • action plans developed • dollar resources allocated to implement action plans • list of expectations developed and disseminated
Improve two-way communications between the Board, staff, students and community.	<ul style="list-style-type: none"> • develop valid survey instrument/inventories for public/staff input • increase number of board work sessions on special topics • hold neighborhood meetings • identify programs to foster communication and mutual appreciation (i.e., teacher recognition program, etc.) 	<ul style="list-style-type: none"> • surveys widely disseminated, responses tallied, results reported, and action plans developed • monthly work sessions held • one neighborhood meeting in spring • list of programs developed and implemented (i.e., outstanding teaching recognized)
Establish an annual planning process for the District.	<ul style="list-style-type: none"> • develop policy and regulations requiring annual planning • inform new board members, staff, public of planning components • receive regular reports (i.e., monitor implementation) on planning components 	<ul style="list-style-type: none"> • policies/regulations adopted by school board • newsletters, news articles, teacher/board member orientation focus on Board's goals • annual plan is developed and disseminated
Link high quality professional staff development programs to Board goals.	<ul style="list-style-type: none"> • action plans for each board goal identify related staff development needs and topics • budget priorities support staff development requests 	<ul style="list-style-type: none"> • staff development delivered as planned • staff development evaluated by staff involved • impact on staff performance evaluated
Identify the needs of at-risk students and develop an appropriate program utilizing school district and community resources.	<ul style="list-style-type: none"> • work with committee to identify needs • develop action plans with committees of staff, students, parents, others to address identified needs • develop budget requests to address needs • implement plans 	<ul style="list-style-type: none"> • needs identified • action plans developed • budget allocations made • strategies identified are implemented



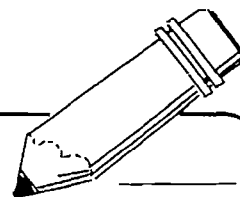
Pribilof Schools

Denver Bowen, Superintendent

Students, Parents, Teachers, Community Member Participation

Four meetings were held with advisory groups on St. Paul Island and St. George Island. Students, parents, teachers, and leaders in both communities participated in brainstorming sessions and a final public hearing to present the results of the first two meetings. The final meeting to establish the District's goals was held with the Board President, the Chair of the District Parent Education Committee, the Superintendent and the District Principal.

Superintendent's Highlights

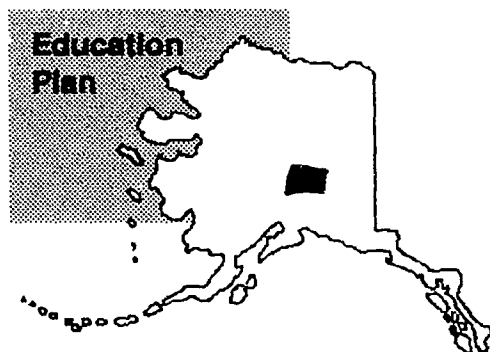


The planning process to establish District goals has involved all interested parties in the Pribilof Islands. These goals represent community priorities for improving the educational program.

District Characteristics

District Population	678
Number of Schools	2
Square Miles	7,182
Teachers FTE	13.9
Enrollment PE-12	156

Goals	Strategies	Measurements
Each student will improve his/her academic achievement.	<ul style="list-style-type: none"> • stress curriculum that fosters mental, physical and emotional growth • develop testing/gauging system with grade level tests for promotion at each grade including kindergarten • develop portfolio for each student grades K-10 • implement staff development program to assist employees in helping students achieve this goal 	<ul style="list-style-type: none"> • revision of current curriculum guide • development of grade level tests for promotion and retention • scores Statewide Testing Program • evaluation of student portfolios and presentation to parents • revise evaluation process for certified and classified employees
Each student who leaves the Pribilof School District to attend High School will graduate. (St. Paul Island School has grades K-10 and St. George School has grades K-8).	<ul style="list-style-type: none"> • develop orientation/preparation program to prepare students to make transition from grammar grades to high school, and from rural to urban environment • develop orientation trip for 8th grade students to visit possible high school sites • develop study skills program (school and home) • develop local support system to ensure successful high school experience 	<ul style="list-style-type: none"> • develop tracking system to follow students on annual basis leaving to attend high school • track high school graduates after 1 year and again after 5 years to see if employed or furthering their education
Students' social and emotional growth will be improved through a counseling program.	<ul style="list-style-type: none"> • employ guidance counselor familiar with rural cultural settings • develop counseling program that involves certified employees, classified employees, parents and students 	<ul style="list-style-type: none"> • employment of guidance counselor • implementation of guidance program as evidenced by staff development followed by individual and group counseling sessions • guidance materials included as integral part of each student's portfolio
We will evaluate facility usage for better utilization in anticipation of expanding the curriculum and to renovate existing facilities as needed.	<ul style="list-style-type: none"> • conduct facility utilization study involving faculty and staff • implement capital improvement projects 	<ul style="list-style-type: none"> • completion of facility utilization study with presentation to Board of Education for public hearing • completion of capital improvement projects as evidenced by: repair of St. George School gym siding and roof repair of St. Paul Island School



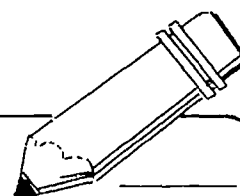
Railbelt Schools

John Novak, Superintendent

Students, Parents, Teachers, Community Member Participation

The Railbelt School District 1992 Education Plan was developed through participation of the School Board Members and meeting attendees at scheduled work sessions, and meetings on December 3, 1991, January 9 and 28, 1992. A survey form was developed at the meetings and distributed to all school staff, School Board Members and Community School Committee Members, and student government leaders. Results of a previous survey of parents and community members were also incorporated into the process.

Superintendent's Highlights



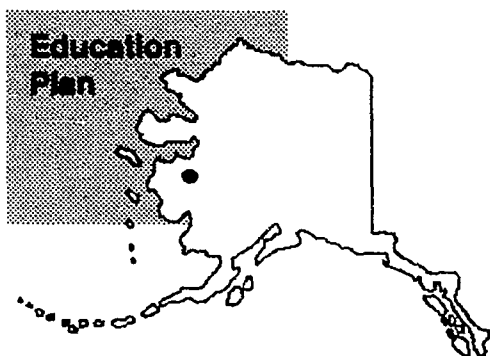
The overall goal of the Railbelt School District Board of Education is to work with parents to create students with strong academic, leadership, and athletic abilities. This goal is accomplished through parents' belief in and reinforcement of the value of education, their support of the schools financially and through hours of volunteer service, communication with and support of the staff.

The high percentage of students earning Honor Roll status, the quality of work done in the classroom, the number of scholarships earned by District students, the participation and success of District teams and athletes in state level competitions, and the exceptional performance of students on the Iowa Tests of Basic Skills, are evidence that our goal is being met.

District Characteristics

District Population	1,992
Number of Schools	3
Square Miles	8,978
Teachers FTE	25.5
Enrollment PE-12	327

Goals	Strategies	Measurements
Students enrolled in the schools of the Railbelt School District will demonstrate a positive attitude toward learning.	<ul style="list-style-type: none"> • increase access to technology and computers for learning activities • explore ways for high schools to provide greater selection and variety in required and elective courses • consider implementation of alternative secondary programming to meet needs of at-risk students where feasible • provide opportunities to participate in student leadership activities • increase enrollment in higher level math and science courses at high school level 	<ul style="list-style-type: none"> • attendance improves to at least 94% • 90% of enrolled high school students involved in one or more student activities • student reports of satisfaction with high school programs monitored and reported annually
The Railbelt School District will maintain high levels of student achievement and performance, and articulate such performance to the public.	<ul style="list-style-type: none"> • explore use of variety of assessment models, including portfolios, State Writing Assessment processes and other developmentally appropriate techniques • implement assessment process which meet needs of students and staff • continue to utilize early childhood screening assessment to provide appropriate programs for kindergarten students • articulate to public student achievement levels and performance as indicated by achievement test scores, writing assessment results, student portfolios, and others as adopted • continue to promote and encourage involvement of parents in variety of ways in education of their children 	<ul style="list-style-type: none"> • average achievement test scores at each grade level on Iowa Test of Basic Skills will remain above the 60 percentile • feedback from parents, students, and teachers regarding student performance monitored and reported annually
High school graduates from the Railbelt School District will be aware of opportunities and avenues available to them upon graduation.	<ul style="list-style-type: none"> • provide opportunities and counseling to students to enable them to explore personal strengths in terms of post-high school plans for work or education • structure classes and counseling programs in ways that enable students to learn about specific training and job requirements for occupations in which they are interested • prior to graduation, each high school student produces portfolio which includes a resume, letter of introduction, statement of short and long term education and/or career goals, and personal philosophy statement 	<ul style="list-style-type: none"> • conduct follow-up survey of high school graduates to use in evaluating educational programs of District and District's level of success in meeting its goals • annually review student-produced portfolios



Saint Mary's Schools

Dale Moore, Superintendent

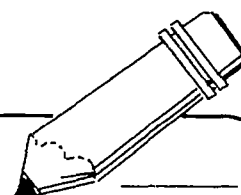
Students, Parents, Teachers, Community Member Participation

Parents and students were surveyed through parent and student opinion survey. There was a return of 36% parent surveys and 95% return of student surveys.

One third of the parents, teachers, and students in St. Mary's responded to a curriculum needs assessment.

Goals were developed by a group of parents, students, and staff. Selection was made through school board appointment with administration input. Two, one half day meetings were held for goal setting.

Superintendent's Highlights



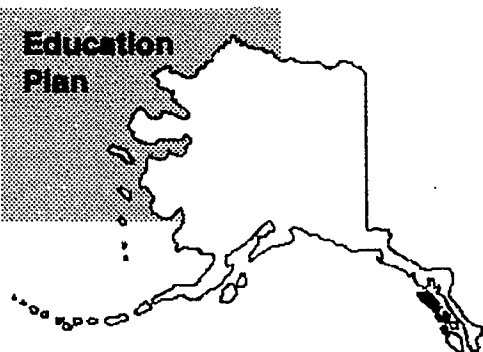
The St. Mary's School District over the course of one and one half years, beginning in August of 1990, has implemented improvement planning with all school staff, students and community members.

The first year phase of the planning process identified needs specific to the St. Mary's School District. From those identified needs, three goals were established. The planning process will focus on implementation and evaluation through school years 1991-92 and 1992-93. The planning, implementation and evaluation processes will insure the commitment to community/school participation.

District Characteristics

District Population	462
Number of Schools	2
Square Miles	52
Teachers FTE	15
Enrollment PE-12	128

Goals	Strategies	Measurements
Parents and students will become motivated to place a high emphasis on the importance of education. Higher student achievement will be the result.	<ul style="list-style-type: none"> • form a parent teacher association • increase parental participation in parent-school host program • implement evening award programs for academic excellence • provide inservice training for community members to insure an understanding of curriculum and goals 	<ul style="list-style-type: none"> • opinion surveys will be used to evaluate effectiveness and participation of parents • records maintained to account for community participation • awards program evaluated by annual opinion survey • records maintained noting participation and community involvement • student achievement measured by using ITBS and teacher assessment
Reading achievement will be increased at all grade levels. The reading achievement will result in significant gains across the curriculum.	<ul style="list-style-type: none"> • provide teacher inservice in reading instruction • provide early detection of reading problems • make books available to home through school and city libraries • promote parent/child reading improvement program 	<ul style="list-style-type: none"> • develop planned inservice schedule • identify reading problems through early test and assessment • maintain records showing increased use of reading materials • establish parent/child reading program and maintain records of parental participation • overall reading achievement measured by ITBS and other reading assessments
Increase awareness of drug and alcohol related problems. Increased emphasis will result in the decrease of undesirable drug and alcohol influences on learning.	<ul style="list-style-type: none"> • provide inservice for teachers, parents and community members • provide increased drug/alcohol training for school counselor • increase counseling services through cooperation with family systems and other resource agencies 	<ul style="list-style-type: none"> • develop and implement planned inservice schedule • provided specific training for school counselor • develop and implement interagency cooperative approach through school counselor • maintain records of services offered and students served • improvement in attendance and tardiness measured • overall student achievement measured through academic assessment • counseling records will show decrease in drug/alcohol problems detrimental to student growth



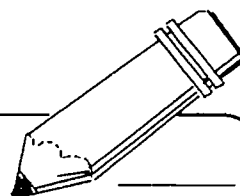
Sitka Borough Schools

Lewis Holloway, Superintendent

Students, Parents, Teachers, Community Member Participation

Eighteen meetings were held with special interest groups (students, certified staff, classified staff, administrators, parents, community members and advisory groups). The Board of the Chamber of Commerce was given the opportunity for input at a regularly scheduled meeting. The final two meetings to establish District goals were held with one representative from each group.

Superintendent's Highlights

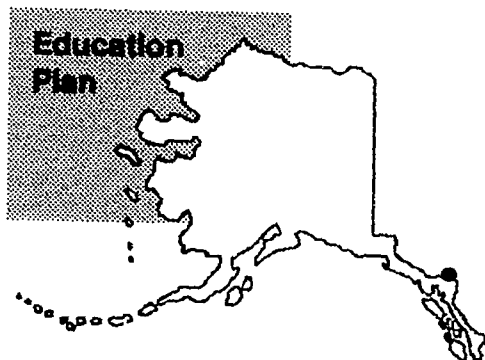


The America 2000, SCANS and the Alaska Board of Education's 1991-92 goals were used as a framework in the development of the District's long-range education plan. The District worked with the community in the development of specific education goals that meet the unique needs of Sitka. The Sitka School District education plan is unique in two ways. First, it was developed totally from the comments of parents, teachers, and staff. Our process of goal setting and the emergence of a list of District priorities gives the District direction for years to come. Because this plan was cooperatively developed, it ensures public and staff buy in. By aligning these goals, our District can emphasize these goals that combine local, state and national emphasis.

District Characteristics

District Population	8,588
Number of Schools	5
Square Miles	7,927
Teachers FTE	105.1
Enrollment PE-12	1,837

Goals	Strategies	Measurements
The high school graduation rate will increase to at least 90% in five years (1997).	<ul style="list-style-type: none"> establish alternative school develop K-12 drop-out prevention program provide K-12 counseling services develop curricula that stimulates excellence for the 21st century develop pupil/teacher/ratio (PTR) ceiling per building increase parent participation and community involvement provide flexibility in completing graduation requirements 	<ul style="list-style-type: none"> performance of 10th grade students on Test of Achievement and Performance percent/number of students who enroll in and successfully complete algebra level of performance and percentage of 12th grade students who take (ACT) or (SAT) performance of 5th and 11th grade students on State Writing Assessment graduation rate of minority and non-minority students
To establish a broader financial base in which to operate the District.	<ul style="list-style-type: none"> develop financial plan to expand funding alternatives establish strategy for gifts campaign establish partnerships with business and industry to provide funds for specific educational initiatives develop site-based budget process which increases parent/teacher involvement 	<ul style="list-style-type: none"> funding level of basic foundation formula and other educational initiatives utilization of site-based budget process increase number of parent and teacher participation in budget process
Increase the quantity of staff throughout the District to provide educational services.	<ul style="list-style-type: none"> develop guidelines for staffing levels of school and district personnel seek funds to hire needed staff expand planning time increase minority teachers in District 	<ul style="list-style-type: none"> implementation of staffing level plan lower pupil/teacher ratios staffing numbers
Upgrade, expand, and maintain the facilities throughout the District to provide more efficient/aesthetically pleasing/comfortable/safe learning environments.	<ul style="list-style-type: none"> develop short and long-range plans for school renovation provide adequate funding to maintain each building throughout year seek funds to provide for additional facilities at each level set standards for custodians and procedure for monitoring work for adherence to standards upgrade and install intra-district communication systems build district storage area identify site and build new maintenance building in cooperation with city 	<ul style="list-style-type: none"> implementation of renovation plan implementation of custodial standards installation of intra-district communication system completion of new maintenance facility improved appearance of inside and outside of buildings
Sitka School District curriculum will meet the needs of students for academic and career performance in the 21st century.	<ul style="list-style-type: none"> continue to develop and implement competency based curriculum upgrade curriculum to meet projected needs of 21st century develop and implement Alaska Native and multi-cultural curriculum provide for variety of learning styles in every classroom provide least restrictive environment expand technology in classroom develop assessment program to include portfolios and performance based measurements 	<ul style="list-style-type: none"> increase number of students proficient in second language performance of students on ITBS at grades 4, 6, and 8 performance of 10th grade students on TAP performance and percentage of 12th grade students who take the ACT and SAT performance of 5th and 11th grade students on State Writing Assessment



Skagway City Schools

Bill Hopkins, Superintendent

Students, Parents, Teachers, Community Member Participation

Board, staff and community all provided input into the preparation of the education planning report's goals for the Skagway City School District. In the spring of 1991 there were five meetings involving all community interests. In the fall of 1991 the School Board had two more meetings to finalize the education planning report.

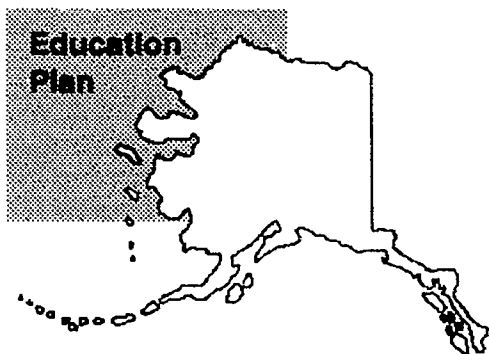
Superintendent's Highlights

Skagway City School District has an excellent academic and social environment for students. Being in a small school enables the staff to be more attuned to the individual student's needs. Skagway City School has high expectations for the students and this in turn creates high expectations in the students themselves.

District Characteristics

District Population	718
Number of Schools	1
Square Miles	11
Teachers FTE	13.8
Enrollment PE-12	160

Goals	Strategies	Measurements
<p>Evaluate and strengthen the academic standards and Board expectations for the District and communicate them to students, staff and community.</p>	<ul style="list-style-type: none"> • board reviews policies on student performance: grading, graduation requirements, homework • board reviews curriculum in language arts and physical education • administration works on restructuring of junior high to facilitate academic learning, social behavior and transition into high school • develop and put in place bulletin to share school-related items with parents and community • develop more communication between school, parents, and community 	<ul style="list-style-type: none"> • updating and rewriting of policies by policy committee to better reflect the Board's position on student performance • Board's curriculum committee working with staff to evaluate, and update current language arts and physical education curriculum • administration working with committee composed of parents, board members and teachers to set up a junior high program that better meets needs of students • weekly bulletin written by school staff and sent home with students and posted in community • development of structured program such as <i>Quality Education Program</i> to facilitate interaction and communication between school and community
<p>Provide a high school program designed to prepare all Skagway graduates with the skills to be successful in life.</p>	<ul style="list-style-type: none"> • develop a plan to use computers and technology as tools to prepare high school students for success after high school in work or advanced education • update curriculum and policies to emphasize skills necessary to be successful academically and in vocational areas • provide high school students variety of activities that expose them to situations and conditions that will train them for real life • develop standard of achievement that high school students must reach in basic education classes 	<ul style="list-style-type: none"> • plan of action for technology and computers to be used in school to provide students with skills they should have in these areas • Board curriculum and policy committees actively worked on areas of student performance and vocational education • develop a class at the high school level to teach basic life skills • high school provides programs such as sports, student government, honors programs in music, vocational leadership training, Close-up and other activities that teach social interaction • Board will consider using minimum competency test at high school level to make sure all graduates have at least minimum skills upon graduation



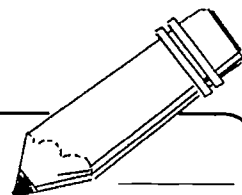
Southeast Island Schools

Bob Weinstein, Superintendent

Students, Parents, Teachers, Community Member Participation

Southeast Island School District has had a long history of Advisory School Council (ASC) involvement in the planning process. While ASC's are optional, the District has made an extensive effort to promote active councils. As a result, all schools in the district currently have active Advisory School Councils. Every few years, the District implements a major needs assessment survey to gather community concerns used in the goal setting process. The needs assessment is included in this report. In addition, the District contracted with the National School Public Relations Association to survey teachers, administrators, parents, and students to recommend ways to improve communications within the District. All ASC minutes are forwarded to the School Board and are reviewed by the Board at each regular meeting. In addition, quarterly reports regarding the status of schools are required of all schools.

Superintendent's Highlights

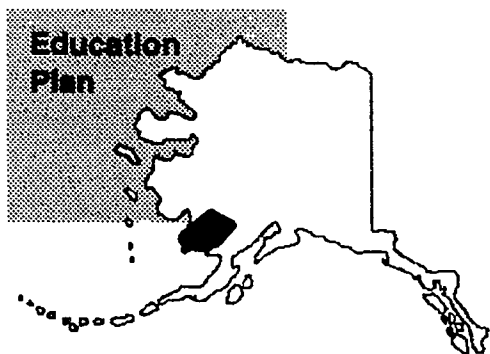


Southeast Island School District's goals are focused on the improvement of community and parent participation in the educational planning process. In addition, the District continues to work on improving curriculum and instruction through systematic planning and review.

District Characteristics

District Population	2,553
Number of Schools	17
Square Miles	18,856
Teachers FTE	47.1
Enrollment PE-12	427

Goals	Strategies	Measurements
Develop and improve Advisory School Councils.	<ul style="list-style-type: none"> • review current status and determine needs of Advisory School Councils • review and update District Policy including (a) internal review; (b) review by Advisory School Councils and school staff; (c) review of other districts' policies • provide training and development activities for Advisory School Councils 	<ul style="list-style-type: none"> • Advisory School Councils status report, November 1991 • District Policy update, November 1991 • training and development activities completed April 15, 1992 • training activities scheduled to continue as appropriate during 1992-93
Increase parental involvement in schools.	<ul style="list-style-type: none"> • gather information on model programs • review, analyze, and summarize materials gathered by administrative staff • evaluate for effect and relevance to district • develop recommendations as appropriate • present summary of possible programs and recommendations to Board • review and develop staff training program to support implementation of final plan 	<ul style="list-style-type: none"> • model programs gathered by November 15, 1991 • materials reviewed by March 15, 1992 • summary and recommendations presented April 1992 to allow for consideration in 1992-93 budget development • staff training plan developed by May 15, 1992
Review science and vocational education curricula.	<ul style="list-style-type: none"> • gather information relative to science and vocational education curricula; distribute to committee members • review and recommend changes in science and vocational education curricula; distribute recommendations for comment • final review of curriculum; pilot and recommend materials • review ASC comments and concerns; recommend curriculum and materials to School Board for adoption 	<ul style="list-style-type: none"> • materials received and reviewed: science, October 21, 1991; vocational education, November 1, 1991 • review and recommendations made: science, October 24-45, 1991; vocational education, November 4-5, 1991 • final review completed February 15, 1992 • recommended curricula presented, March 1992



Southwest Region Schools

Ben Cherry, Superintendent

Students, Parents, Teachers, Community Member Participation

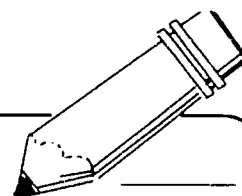
A survey was distributed prior to the establishment of the Board Goals. The students, parents, and teachers in each of the eight villages prioritized the various skills that they felt were most important to learn in school. The results of the compiled data were presented to the Board. They established the Board Goals based on these findings. Below is a list of those skills that received above 75% of the participants vote as being *very important* for instruction:

*	basic math skills	86%
*	basic reading skills	84%
*	speaking in English	79%
*	writing in English	78%
*	basic writing skills	77%
*	listening	76%

A Competency-Based Education model has been discussed with the Parent Advisory Boards in each of the villages. In general, it has met with approval. The Board is updated on the progress of the program and its implementation on a regular basis. They, too, have demonstrated their understanding and support of the program.

Teachers have contributed to the development of the competencies and the test item bank over the last four years, and will continue to be pivotal in the creation and refinement of the test item bank and the design of the criterion-referenced tests.

Superintendent's Highlights

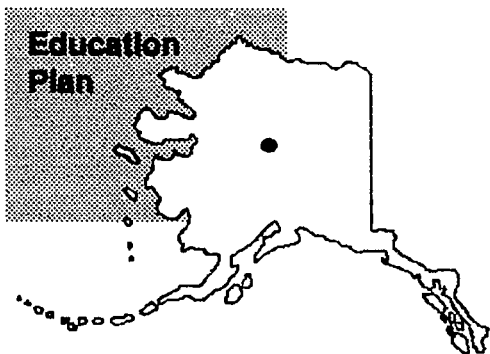


After five years of research and development, the Southwest Region School District has begun the implementation of a K-8 competency-based curriculum that focuses on mastery of basic skills. Written competencies, criterion-referenced tests, student portfolios and a computerized data management system will provide teachers with the tools we believe are needed to increase student performance through mastery learning.

District Characteristics

District Population	2,024
Number of Schools	9
Square Miles	21,996
Teachers FTE	44.4
Enrollment PE-12	475

Goals	Strategies	Measurements
<p>Implementation of a Competency-Based Education program to target the mastery of the basic skills in the area of listening, speaking, reading, writing, and mathematical computation. The target grade levels are kindergarten through 8th grade.</p>	<p>Curriculum:</p> <ul style="list-style-type: none"> • establish competencies for each grade level (K-8) using teachers from each site and curriculum staff • develop criteria for determining mastery of each competency using teacher teams representing each grade level <p>Instruction:</p> <ul style="list-style-type: none"> • teacher portfolio developed and maintained that reflects teachers' personal and professional growth plans and contain timelines for achievement of competency and instructional goals • align classified portfolios and classified staff development with competency program and Board Goals • provide staff development and training in principles of Competency-Based Education and Mastery Teaching • emphasize Clinical Teaching model, block scheduling to allow for language and math immersion, and whole language programs that integrate listening, speaking, reading, and writing • encourage competency instructional model in classroom with four components: regular instruction, formative test, corrective/enrichment instruction, and second formative test <p>Assessment:</p> <ul style="list-style-type: none"> • generate criterion-referenced tests (CRTs) • give three banks of tests (cumulative tests that check for retention) to student each year, one at close of each grading period • test determines mastery of subset of competencies students master by end of school year • create tests continuously from item bank • run item analyses on test questions to establish validity of measurement tool • refinement and/or embellishment of tests continuous process with input of teaching staff • track student progress through continuum of competencies • generate reports as tests are scored at three levels: student, class, and school • maintain student portfolio 	<ul style="list-style-type: none"> • percentage of students in each grade level that mastered 80% or more competencies • average percent of competencies per student that were mastered at each grade level • district average scores for each of the quarters' tests • gain in percentage of students in top quartile and reduction in percentage of students in bottom quartile on ITBS



Tanana City Schools

Vincent Barry, Superintendent

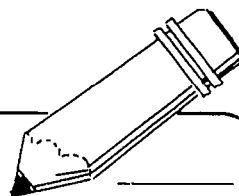
Students, Parents, Teachers, Community Member Participation

In the fall of 1991 Tanana School District began the Strategic Planning Process. The process will be completed by June of 1992. Strategic planning has involved the entire community. Parents, teachers, students, community members, the village council, the Tanana City Council, and the Tozinta Native Corporation have had representation on the Steering Committee and Action Teams. The goals are the results of the strategic planning effort. The means of achieving the goals will be more fully developed when the planning process is complete.

Tanana utilizes many of the community resources to support the educational objectives. Several community members serve as instructors in the Indian Education Program. The school is a community center for social and cultural activities.

All policy and planning meetings are open to the public and announced through bulletins or radio announcements.

Superintendent's Highlights

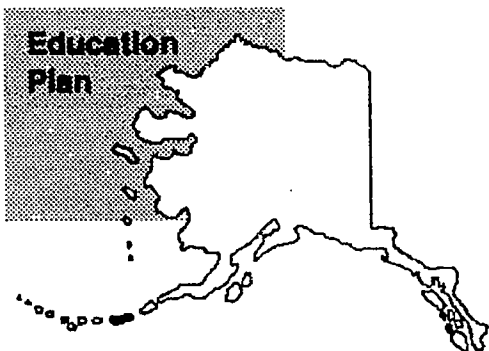


Tanana Schools will complete the strategic planning process by June of 1992. Our goals are to have in place a curriculum plan which provides an instructional plan to enable our students to acquire the necessary academic skills, a positive self image, and an understanding and appreciation of cultural heritage and valuing diversity. Unique to our plan is individualized outcome-based achievement for each student.

District Characteristics

District Population	385
Number of Schools	1
Square Miles	15
Teachers FTE	9.3
Enrollment PE-12	99

Goals	Strategies	Measurements
<p>Develop and adopt a curriculum plan which identifies the scope and sequence for the development of academic skills, positive self image, cultural heritage and valuing diversity.</p>	<ul style="list-style-type: none"> • establish action team to develop plan and procedures for achieving goal • involve wide variety of community members in development of curriculum which reflects cultural values and heritage of community • assist teachers with pre-service and inservice in development of outcome-based planning, instruction, and evaluation • create and maintain environment supportive of individual learning styles • create partnership between home/school/ community which supports curriculum beyond school day 	<ul style="list-style-type: none"> • K-12 curriculum design adopted, June 1993
<p>Each staff member will develop positive discipline and a positive instructional plan to achieve positive classroom management.</p>	<ul style="list-style-type: none"> • create teams of teachers to develop discipline plans and coordinated instructional plans • provide release time for teachers to work in groups to develop discipline and instructional plans • teachers present plans to administration, May 1992 	<ul style="list-style-type: none"> • implementation of discipline and positive instructional plans, June 1992
<p>Each student will demonstrate progress at their individual achievement level in every appropriate subject area.</p>	<ul style="list-style-type: none"> • develop individualized education program plan for each student which identifies his/her current performance level in academics and behavioral outcomes identified in approved curriculum • develop outcome-based assessment for each outcome and assess students in accordance with their progress in outcomes • report student achievement by comparison of outcomes developed in alignment with standard courses of instruction 	<ul style="list-style-type: none"> • student progress reports written as outcome reports identifying individual achievement



Unalaska City Schools

Joseph B Beckford, Superintendent

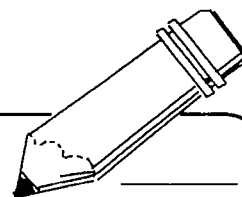
Students, Parents, Teachers, Community Member Participation

Elements of this plan were discussed at Board meetings on September 12 and 19, October 17 and December 5, 1991. Additionally, a special work session was held by the School Board on December 14, 1991 at which time elements of this plan were discussed.

Opinion surveys developed by the National Study of School Evaluation were distributed to teachers, students, and parents. A survey of community members is scheduled.

Teachers' meetings have centered upon elements of the plan, and the teaching staff is currently working on standards for student projects, scheduling, and inservice requirements for moving toward a project centered curriculum. Inservice this year will focus on cooperative learning strategies as a classroom management technique and learning tool.

Superintendent's Highlights

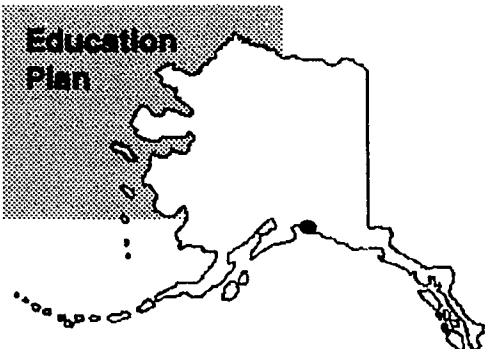


The 1991-92 Education Plan for Unalaska City and Aleutian Region School Districts focuses upon elements of the Fourteen Points Toward Improved Educational Productivity as authored by Arthur Anderson and Company. The fourteen points, are in response to both A Nation At Risk and America 2000, and they are modelled after the fourteen points used by W. Edwards Demming for improving manufacturing productivity.

District Characteristics

District Population	1,146
Number of Schools	2
Square Miles	23
Teachers FTE	20.4
Enrollment PE-12	343

Goals	Strategies	Measurements
Develop higher order thinking skills.	<ul style="list-style-type: none"> • participate in Alaska Writing Consortium • train teachers in writing assessment • join statewide curriculum projects and train teachers • inservice teachers in area of criterion referenced test development 	<ul style="list-style-type: none"> • assessment writing samples • survey teachers, students, and parents to ascertain their opinions of district programs and movement towards goal • analyze performance on locally developed criterion referenced test and nationally norm referenced tests • evaluate testing for balance and questioning strategies
Align teaching and testing with curricular objectives.	<ul style="list-style-type: none"> • align curriculum, instruction, and testing during curriculum review • conduct teacher inservicing for purpose of developing test formats and test questions which are heirarchally balanced and which are checked for alignment • compare curricular objectives against grade level objectives on Iowa Test of Basic Skills 	<ul style="list-style-type: none"> • analyze criterion and norm referenced testing for achievement (item analysis) and alignment
Increase student engagement in learning process and reduce non-productive time.	<ul style="list-style-type: none"> • investigate development of in-depth projects as part of curriculum • investigate making project part of graduation requirement and/or optional • investigate increase length of class periods 	<ul style="list-style-type: none"> • minimum standards established for projects • results of norm and criterion referenced testing • results of student opinion surveys to determine strengths and weaknesses of projects • results of testing and surveys to determine effectiveness of longer class periods
Transform teachers from lecturers to managers.	<ul style="list-style-type: none"> • create environment which encourages experimentation and risk taking in attempting to achieve strategic goals • investigate cooperative learning as classroom management technique for teachers and learning technique for students 	<ul style="list-style-type: none"> • results of norm and criterion referenced testing • results of student, parent, and teacher surveys



Valdez City Schools

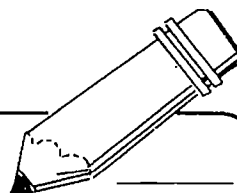
Harry Rogers, Superintendent

Students, Parents, Teachers, Community Member Participation

The goal-setting process in Valdez is normally initiated at the first meeting following the seating of newly-elected Board members in October. The 1991-93 process began as a regular agenda item for the October 28, 1991 regular meeting.

Two public board work sessions and a survey advertised in both local newspapers along with the local TV scanner were used to solicit input from the public. From these sources, a long list of suggestions (both positive pats and suggestions for change) were accumulated. In December a board work session was conducted by a facilitator from outside the District. The purpose of the work session was to help the Board work through priorities and present a finalized workable list of goals. The finalized list of the District's goals was approved by the Board at the January 13, 1992 regular meeting.

Superintendent's Highlights

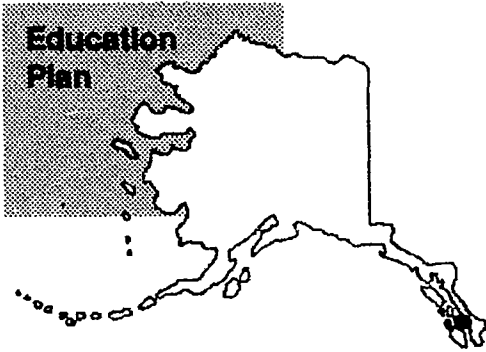


The responses received following two public meetings and notices in local newspapers requesting input on school operations called for minor review of existing programs and doing more of what the District already has in progress. Ultimately the goals and related activities amount to investigating and reviewing programs to enhance existing programs. The process substantiated the fact that the community is extremely supportive of the school system.

District Characteristics

District Population	3,238
Number of Schools	4
Square Miles	274
Teachers FTE	60.8
Enrollment PE-12	912

Goals	Strategies	Measurements
Improve curriculum offering and teacher contact time.	<ul style="list-style-type: none"> • review and make recommendations for change in K-12 technology curriculum • analyze K-6 pullout programs and 7-12 activity programs • develop activities to promote academics • review teaching process of writing across curriculum • review K-12 curriculum in areas of art, music, health, physical education and foreign language • review curriculum content in light of responses received in alumni follow-up • review programs to challenge top students • review advantages and disadvantages of future integration of classes with Prince William Sound Community College 	<ul style="list-style-type: none"> • assigned individual and timeline to each activity • each activity brought back to Board once during second semester of 91-92 school year and once during first semester of 92-93 school year
Improve instructor's support background experience.	<ul style="list-style-type: none"> • encourage and provide training in multimedia, technology, grant writing, writing across curriculum, remedial and accelerated instruction • look for potential staff with strong backgrounds in areas of math, science and technology 	<ul style="list-style-type: none"> • assigned individual and timeline to each activity • each activity brought back to Board once during second semester of 91-92 school year and once during first semester of the 92-93 school year
Change policies that will enhance learning potential.	<ul style="list-style-type: none"> • investigate potential of alternate school calendar to improve student learning 	<ul style="list-style-type: none"> • assigned individual and timeline to each activity • each activity brought back to Board once during second semester of 91-92 school year and once during first semester of 92-93 school year
Maintain balanced budget.	<ul style="list-style-type: none"> • continue efforts to maintain yearly balanced budget 	<ul style="list-style-type: none"> • assigned individual and timeline to each activity • each activity brought back to Board once during second semester of 91-92 school year and once during first semester of 92-93 school year
Keep facilities and equipment up-to-date as conditions change.	<ul style="list-style-type: none"> • review K-12 facilities with particular emphasis on junior high 	<ul style="list-style-type: none"> • assigned individual and timeline to each activity • each activity brought back to Board once during second semester of 91-92 school year and once during first semester of 92-93 school year
Keep the community informed.	<ul style="list-style-type: none"> • continue two-way communication efforts between District and community • develop volunteer program • survey staff, parents and community as to perceived success and needs of school 	<ul style="list-style-type: none"> • assigned individual and timeline to each activity • each activity brought back to Board once during second semester of 91-92 school year and once during first semester of 92-93 school year



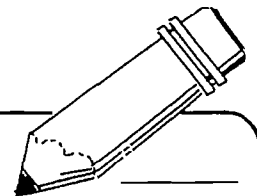
Wrangell City Schools

Linwood Laughy, Superintendent

Students, Parents, Teachers, Community Member Participation

The Wrangell School Board developed and adopted District goals for the current year over a four month period at regularly scheduled public meetings. Staff input was encouraged through the sharing of tentative Board goals in draft stage. The Board recently modified its annual calendar to enable the development of District goals immediately following the District's annual report to the community, with the intention of broadening community participation in the goal setting process and using the new goals to drive the budget development process.

Superintendent's Highlights

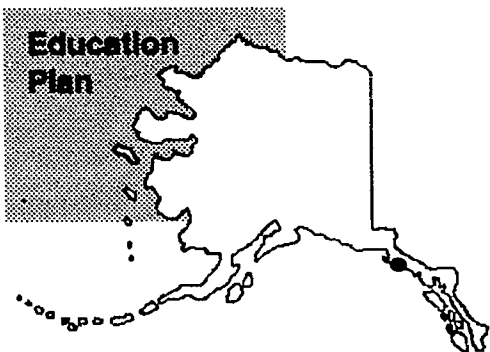


Our District has seriously entered the change process with all its predictable anxieties, challenges, growth and excitement. We are in the transition from process to product, quantity to quality, testing to assessment, and the many other issues inundating American public education. Our goal is a more involved and productive learner at all levels of operation, from first grader to high school senior, from teacher to superintendent.

District Characteristics

District Population	2,305
Number of Schools	3
Square Miles	44
Teachers FTE	35.5
Enrollment PE-12	527

Goals	Strategies	Measurements
<p>The Wrangell School District will provide its students a curriculum that is clearly defined by learner outcomes; that reflects the education goals of the community, state and nation; that compares favorably with the recommendations of relevant curriculum related professional organizations; and that allows for meaningful assessment of learner success.</p>	<ul style="list-style-type: none"> • over two-year period establish, as part of curriculum, statements of learner outcomes in core academic areas of social studies, mathematics, language arts, and science • establish assessment process that adequately measures student learning 	<ul style="list-style-type: none"> • Board adopt learner outcomes and assessment procedures for at least four grade levels in at least three major curriculum areas beginning 1992-93 • additional related goals established for FY 93
<p>Wrangell School District's instructional system will reflect the education profession's best available information in the area of instructional and school organization strategies.</p>	<ul style="list-style-type: none"> • develop collaborative educational team in Primary Unit of Evergreen Elementary that plans and implements education program based on developmentally appropriate practices outlined by National Association for the Education of Young Children • replace existing supplemental remediation efforts at intermediate level with nationally-validated HOTS (Higher Order Thinking Skills) instructional program • implement new Stikine Middle School's education plan, adopted May 1991 • initiate continuous improvement planning process at Wrangell High School that addresses vision/outcomes, program design, implementation strategies, staff development, and continuous evaluation 	<ul style="list-style-type: none"> • on-going progress reports made to School Board on projects throughout school year • end-of-year review of Board goals and summative evaluation of superintendent • written report and supplemental documentation of actual implementation of strategies



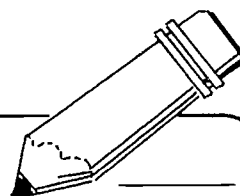
Yakutat City Schools

Vern Brenner, Superintendent

Students, Parents, Teachers, Community Member Participation

The goals presented are in priority order. Individuals participating in the planning session represented the public, school board, teaching staff and administration. The planning workshop was facilitated by a representative of the Association of Alaska School Boards. A needs assessment process allowed everyone present to identify strengths, weaknesses and areas of greatest needs in the school district. The planning committee identified providing a positive supportive learning environment through improved communications as the highest priority. The other priorities include adoption of a curriculum review cycle, a long range strategic plan, and a comprehensive capital improvement plan.

Superintendent's Highlights



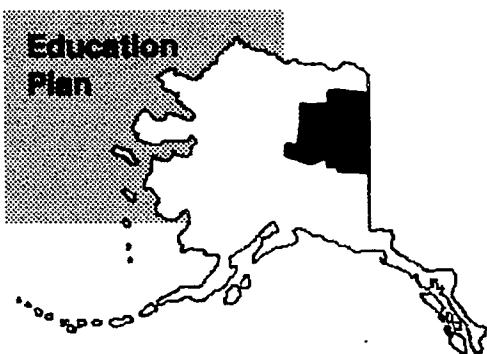
The Yakutat School Board and administration is striving to provide the best quality of education possible within the parameters of limited resources. We recognize the need for a partnership in the creation of a positive supportive learning environment. A new curriculum review cycle needs to be developed and effort to integrate career education, technology and natural resources examined.

The Board is committed to community involvement in the education planning process. Strategic planning will provide a policy framework for focusing limited resources for school improvement. The parents, teachers and community will be involved in designing the future of the Yakutat Schools.

District Characteristics

District Population	537
Number of Schools	2
Square Miles	8
Teachers FTE	13.7
Enrollment PE-12	146

Goals	Strategies	Measurements
Yakutat School District will provide each student with a positive supportive learning environment by improving communications and cooperation among the School Board, administration, staff and students.	<ul style="list-style-type: none"> • explore alternative management models • encourage teamwork and foster through ongoing workshops with board, administration and instructional staff • facilitate formal and informal communications between the administration, community, and Board • develop social skills curriculum 	<ul style="list-style-type: none"> • survey students in grades 6-12 regarding school performance • success in integrating participatory management and decision making in policy development and district planning
Yakutat School District will adopt a curriculum model, planning and review cycle by June, 1993.	<ul style="list-style-type: none"> • coordinate curriculum development and review • appoint team to develop curriculum review cycle and select model format • make monthly reports to the Board regarding staff and curriculum development • appoint task forces to plan incorporation of natural resources education, career education and use of technology throughout curriculum. • make recommendation to Board 	<ul style="list-style-type: none"> • adoption of six year curriculum review cycle, June, 1993 • review recommendations regarding integration of career education, natural resources education and use of technology within curriculum, March 1993
Yakutat School District will involve the community and staff in the development of a long range strategic plan for the district.	<ul style="list-style-type: none"> • appoint community planning committee to develop strategic plan • train and assign internal facilitator to carry out strategic planning process • conduct community needs assessment as part of "Vital Signs" • planning committee develops mission, objectives and basic strategies • community members, parents, teachers and students develop action plans that support strategic plan • present strategic plan to Board • Board makes commitment to allocate resources necessary to achieve long range strategic plan 	<ul style="list-style-type: none"> • long range strategic plan adopted by Board, May, 1993
Yakutat School District will develop a plan to upgrade and expand facilities to provide adequate and appropriate space for the educational program.	<ul style="list-style-type: none"> • complete assessment of current facilities and their ability to meet educational program needs • specifically assess space needs for libraries and special education • analyze facilities and equipment regarding effective use of technology and ability to expand use of technology • develop prioritized recommendations regarding short and long range capital improvement plan • develop comprehensive facilities maintenance plan for approval by Board • adopt five year capital improvement plan and strategy 	<ul style="list-style-type: none"> • Board adopts short and long range capital improvement plan and strategy, June, 1993



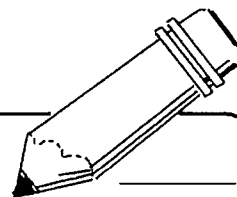
Yukon Flats Schools

Doug Walker, Superintendent

Students, Parents, Teachers, Community Member Participation

Students, parents, teachers, and community members participated. Each school site was asked to identify their respective goals for their schools. Input was sought from Local School Advisory Committee, staff, students, and community.

Superintendent's Highlights

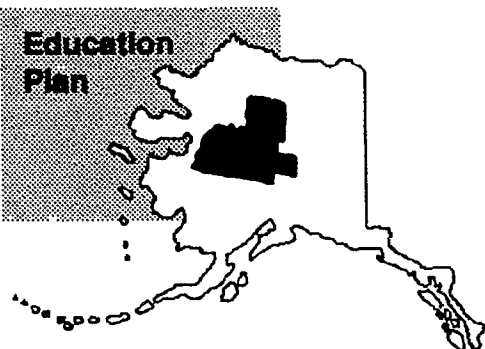


The diversity of the 10 village sites comprising the Yukon Flats School District are reflected in the District's goals. Cultural heritage and preservation of language ranks high along with the desires to see basic skill improvements in math, science, reading and language arts. The District wishes to continue its commitment to expanding opportunities for learning through summer programs or a year around school program, continuation of the 3 and 4 year old preschool, and joint program offerings with other school districts, TCC, and the University of Alaska.

District Characteristics

District Population	1,566
Number of Schools	11
Square Miles	59,865
Teachers FTE	40.0
Enrollment PE-12	438

Goals	Strategies	Measurements
Goals have been developed at the local level. Not all schools are working on all the goals, nor using the same strategies or means of measurement.		
Increase ITBS test scores.	<ul style="list-style-type: none"> • higher expectations of students • align curriculum with test • increase parent support 	<ul style="list-style-type: none"> • results of ITBS, fall 1992
Teach tribal law and village administration.	<ul style="list-style-type: none"> • local leaders instruct students • students attend council meetings • active student council 	<ul style="list-style-type: none"> • teacher test and observations
Increase basic skills in reading, language arts, math, and science.	<ul style="list-style-type: none"> • participate in Yukon Readers • teacher use of whole language and integrated curriculum • science fair and hands-on activities • family math night • encourage student/parent reading • after school tutoring • basic skills part of secondary courses • participate in Chapter 1 • participate Battle of the Books 	<ul style="list-style-type: none"> • results of ITBS, fall 1992 • participation in Yukon Readers • more individual time to each student • participation St. Jude's Marathon • Battle of the Books • number of books read
Increase awareness and pride in cultural heritage.	<ul style="list-style-type: none"> • offer Gwitchin or Koyukon language • offer traditional cultural activities • integration of curriculum with culturally relevant activities • sponsor evening activities with more traditional values • establish bilingual/bicultural program 	<ul style="list-style-type: none"> • increase use of Gwitchin or Koyukon language • evaluate student performance • demonstrate traditional stories • integrate cultural activities • number of activities offered • bilingual/bicultural program offered
Offer instruction in vocational village life skills.	<ul style="list-style-type: none"> • use special funds to provide materials • offer courses relevant to village life • use local experts as instructors 	<ul style="list-style-type: none"> • skills check list for each student • evaluation survey
Increase parent involvement.	<ul style="list-style-type: none"> • monthly newsletter • match parents with skills needed • incentives for parent/student reading • student performances at LSAC meetings 	<ul style="list-style-type: none"> • increase attendance at LSAC meetings • number of books read by students/parents • number of volunteers • evaluation survey
Broaden educational experience in athletics and raise self-esteem.	<ul style="list-style-type: none"> • encourage student participation in extra-curricular activities • compete at district level in basketball, volleyball and skiing 	<ul style="list-style-type: none"> • student participation
Opportunity for students beyond regular school offerings.	<ul style="list-style-type: none"> • participate in Star School/STEP • offer university courses • offer special programs with job and career awareness 	<ul style="list-style-type: none"> • number of course offerings • number of students participating • number of students completing courses
Increase student attendance.	<ul style="list-style-type: none"> • review district incentives • communicate with parents 	<ul style="list-style-type: none"> • increased student attendance
Awareness of personal health issues.	<ul style="list-style-type: none"> • AIDS, sexually transmitted diseases, substance abuse and fetal alcohol syndrome awareness curriculum 	<ul style="list-style-type: none"> • pre and post tests on awareness



Yukon/Koyukuk Schools

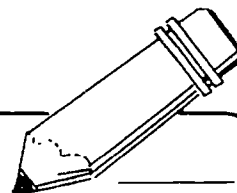
Fred Lau, Superintendent

Students, Parents, Teachers, Community Member Participation

The groups participating in the planning session included: School Board Members, administrators, parents, teachers, students, community members, and members of local Community Schools Committees.

The planning meeting was a three day intensive session held in Fairbanks on December 16, 17, and 18. The public had been previously informed through monthly board meetings and districtwide publication of the up coming event. Each of the publics were invited to give input through their representative on the team.

Superintendent's Highlights

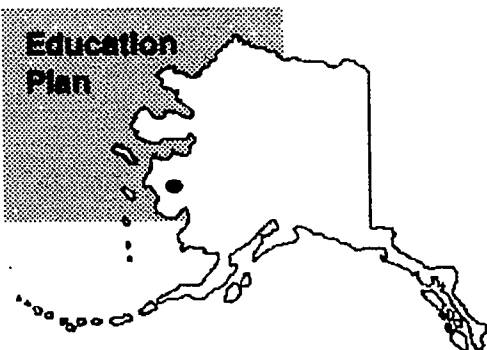


The Yukon Koyukuk School District serves as a model for other districts because we predicate everything we do for kids on a solid educational research base compiled at a national, state and local level. With an emphasis on self-esteem, we have developed innovative reading and writing programs and are implementing nationally validated approaches in math and science.

District Characteristics

District Population	2,038
Number of Schools	10
Square Miles	64,626
Teachers FTE	53.5
Enrollment PE-12	560

Goals	Strategies	Measurements
<ul style="list-style-type: none"> • One hundred percent of our students will develop employability skills. • One hundred percent of our students will become effective decision makers and independent learners. • One hundred Percent of our students will graduate with the necessary skills to enter post-secondary programs, entry level jobs, or self-employment and to be independent, productive participants in family and community. 	<ul style="list-style-type: none"> • continue to promote student self-esteem/concept • develop a method to evaluate progress toward achieving our objectives • develop a systematic inservice program to achieve our objectives • continue to infuse cultural heritage programs into the curriculum • review and adjust the existing administrative and delivery system to insure our efforts are directed toward meeting our objectives • continue to promote family and community involvement in our schools • continue to review and modify our curriculum guides and existing programs to insure our objectives are being met • develop a process to make sure that our resources are directed toward meeting our objectives • continue to involve students planning process • develop more student participation in civic and judicial models of instruction 	<ul style="list-style-type: none"> • results of self-esteem survey distributed • teachers received inservice instruction in cooperative learning and effectively educating at risk and special needs students • inservice and release time allocated for teachers to develop career awareness and employability skills, K-12 • students have experiences in real life problem solving • survey conducted to determine staff development needs • inservice plan developed • curriculum areas have cultural component • cultural heritage program developed • elders in school program developed • student tracking program in place for graduates • instructional report presented to Board at each meeting • community and family involvement plan and calendar of events developed • family nights planned and scheduled • volunteer programs developed and implemented • curriculum review committee established and empowered to audit and adjust curriculum • employability skill plans and practices reviewed and amended • students involved in planning process as members of action and planning teams • student representation on community school committees • high school students complete at least 100 hours of community service prior to graduation • students participate in mock local, state, and federal elections



Yupiit Schools

Leland Dishman, Superintendent

Students, Parents, Teachers, Community Member Participation

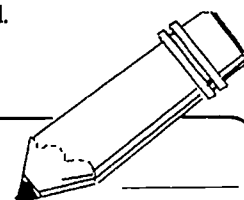
The purpose of this section is to illustrate the magnitude of participation that went into the creation of this document. The administrative team estimates that more than fifty percent of the population of the Yupiit School District participated to some degree in the creation of this document.

The Yupiit School District has an annual education conference each spring. This year (1991-92) represents our second education conference where students, parents, teachers, and community members are all encouraged to participate in setting goals, discussing agenda items, and deciding what's best for students.

At each site there is a local school board which meets monthly. These elected individuals, along with the principal and teachers, discuss and act on the daily routines unique to each school. To a large extent, the recommendations of these local boards determine districtwide decisions at the regional school board level.

Regular administrative meetings involving principals, teachers, and central office staff personnel also play a key role in setting directions for planning the educational process. Curriculum, attendance, extra-curricular activities, staff development, facilities management, and other key agenda items are consistently reviewed and updated.

Superintendent's Highlights

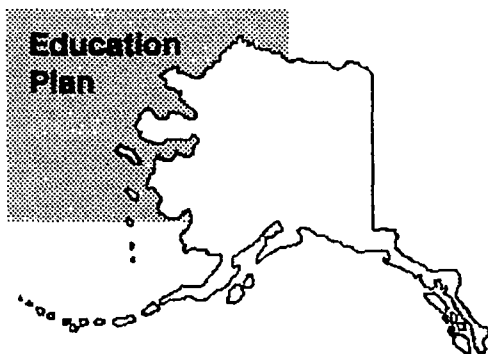


The Yupiit School District has accepted the President's challenge to become an America 2000 school district. The goals listed in this document reflect the combined efforts of more than fifty percent of the parents residing in the Yupiit School District.

District Characteristics

District Population	901
Number of Schools	6
Square Miles	19
Teachers FTE	30.3
Enrollment PE-12	355

Goals	Strategies	Measurements
An ongoing process of curriculum review, design, and implementation shall be established to meet the academic, vocational, technological, and cultural needs of all Yup'it School District students.	<ul style="list-style-type: none"> • develop comprehensive curriculum guide in each discipline • develop continuous student portfolios • develop culturally relevant vocational program which provide students with skills to pursue chosen lifestyle 	<ul style="list-style-type: none"> • conduct parent/student/staff survey to determine the perceived success of curriculum • annual graduate survey over five years • portfolio assessment of student growth in basic skill areas
The District shall provide schools free of drugs and violence as outlined in the federal program on Drug Free Schools.	<ul style="list-style-type: none"> • ongoing education program in area of drug and alcohol abuse • education program to improve parenting skills using Yukon-Kuskokwim Health Corp. and other community agencies • enforce drug/alcohol free plan 	<ul style="list-style-type: none"> • reduction in number of child abuse incidents reported in schools • parent questionnaires, recorded participation, and reduction in number of child abuse incidents • evaluation of Drug Free School plan
All students shall participate in local Yup'ik cultural activities and be given the opportunity to learn their native language, history, and traditional values to preserve the rich cultural heritage of the Yup'ik people.	<ul style="list-style-type: none"> • teach Yup'ik language as daily class • high school students select classes in culturally relevant programs • ten days of excused absences to participate in cultural heritage activities • Board encourages use of Yup'ik language in homes 	<ul style="list-style-type: none"> • conduct parent/student/staff survey at annual Yup'it School District Education Conference to determine the effectiveness of the goal • students present cultural heritage fair for community during cultural heritage week
All schools in the Yup'it School District shall achieve and maintain an average daily attendance rate of 90% by the end of the 1992-93 school year.	<ul style="list-style-type: none"> • incentives to encourage improvement in attendance • recognize parents whose children have perfect attendance • parents whose children are chronically absent or tardy visited by staff 	<ul style="list-style-type: none"> • review attendance report and calculate average daily attendance (ADA)
The high school graduation rate shall increase to at least 75% during the 1991-92 school year and shall increase at a rate of not less than five percent per year until a 90% graduation rate is achieved and maintained.	<ul style="list-style-type: none"> • provide wide range of academic, vocational, and alternative programs • provide community education on importance of high school education • each student graduating receives high school ring; valedictorian and salutatorian receive high school ring depicting their honor 	<ul style="list-style-type: none"> • calculating graduation rate according to formula illustrated in report card legislation
Parents and community residents shall be active participants in the educational process as a means of achieving academic excellence.	<ul style="list-style-type: none"> • Yup'it School District Education Conference as annual event • form parent/teacher organization • recognize parents through the district "QANEMCIT" newsletter 	<ul style="list-style-type: none"> • number of parents attending and participating in school activities • number of completed surveys by parents at Education Conference
A sub-regional comprehensive high school, with boarding home facilities, shall be constructed within the boundaries of the District before the year 2000.	<ul style="list-style-type: none"> • build consensus among village residents as to need and purpose of District sub-regional high school • committee to do feasibility study • develop plan of action to lobby legislators for construction funds 	<ul style="list-style-type: none"> • construction of sub-regional comprehensive high school with boarding home facilities located within District
The district shall provide a program of continuing education in staff development to assure a maximum level of performance.	<ul style="list-style-type: none"> • schedule regular inservice • offer incentives for completing staff development courses • participate in selected statewide educational consortiums 	<ul style="list-style-type: none"> • record of credits earned by participating employees • space on employee's annual evaluation instrument to indicate courses taken and credits earned



Mt. Edgecumbe High School

Larrae Rocheleau, Superintendent

Students, Parents, Teachers, Community Member Participation

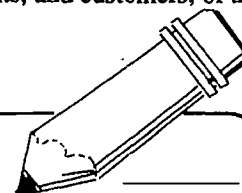
The Challenge of Serving a Statewide Constituency

Parents: To overcome the communication problems presented by the large geographic distances between MEHS and students' families and home communities, a concerted attempt is made to find innovative ways to include parents in planning and goal setting. Results of parent surveys, parent campus visits and discussions with parent advisory committees, have provided input and direction in shaping residential, social and academic programs.

Staff and Students: During the 1988/89 school year, Mt. Edgecumbe High School began a transformation when staff and students began to explore the use of the quality sciences in education. Participation in this journey has provided a vehicle for setting attitudes, sharing information and for motivating students and staff to change the way they plan and work.

Community Members: Partnerships with the business community, government agencies, leaders in Alaska Native groups, and village and regional policy makers are actively sought by MEHS staff and students for their support as valued constituents, and customers, of the state's only residential high school.

Superintendent's Highlights



The purpose of Mt. Edgecumbe High School, Alaska's only public boarding school, is to provide for parents the assurance that their children will live and learn in a balanced social and academic environment, work to freely cooperate with others to cause positive improvements, adjust and participate in a changing global society, and gain enthusiasm for life-long learning. MEHS strives to provide quality education for youth in order to add value to society through a program, which in addition to basic curriculum, focuses on Pacific Basin studies, entrepreneurship, computer technology and training in total quality management techniques. Promoting education through the Quality Sciences, enables the continuous improvement of systems and human interaction to create to optimum state of personal, social, physical, and intellectual development of each individual.

District Characteristics

Population Served

Any high school student in Alaska may apply to attend Mt. Edgecumbe High School

Number of Schools

1

Teachers FTE

11.5

Enrollment 9-12

213

126

Goals	Strategies	Measurements
<p>Provide each student with an opportunity for ongoing instruction in core courses, training in measured risk-taking and guidance in social development, as a process for enabling quality individuals.</p>	<ul style="list-style-type: none"> • develop quality project teams to more equally involve students and staff in decision making • increase number of students and staff proficient in the Quality Sciences 	<ul style="list-style-type: none"> • contrast role of student as customer rather than passive participant • conduct graduate surveys tracking student post-secondary activities
<p>Create a learning and working environment for all students and employees which is stimulating, provides a sense of belonging, and nurtures long term growth and development both personally and academically.</p>	<ul style="list-style-type: none"> • restructure curriculum and realign organization goals to focus on use of the Quality Sciences in education • increase number of adventure based experiences to insure skills in social development, leadership and self-esteem 	<ul style="list-style-type: none"> • document number of students and staff participating in project teams • document student participation in extracurricular activities, student government and peer support groups • conduct parent surveys to document customer ratings
<p>Provide Alaska a model for educational experimentation and a cadre of productive citizens who will shape the future of the state.</p>	<ul style="list-style-type: none"> • explore use of competency matrices and alternative methods of assessing educational outcomes • model quality process in secondary education 	<ul style="list-style-type: none"> • conduct surveys to track other Alaska schools who are implementing quality processes in education • document use of alternative methods of assessment • develop competency matrices

Attendance Centers (Number of Schools)

A school, operated by a district, serving one or more grade levels of students or special education, vocational education, or bilingual/bicultural students as defined by 4 AAC 09.105 for foundation funding purposes.

Enrollment

For reporting purposes, enrollment is the number of students on a full-time equivalent basis that is listed on the membership role in a school for instruction. October 1 is the designated Fall count date.

Full-Time Equivalent (Teachers)

That portion of the total teaching assignment for an individual teacher allocated to a particular subject matter. It is derived by dividing the amount of employed time normally required of a staff member to perform a less than full-time assignment divided by the amount of time normally required in performing a corresponding full-time assignment. For example, if a teacher is employed full time, the FTE is 1.0. If a teacher is employed half time, the FTE is .5. This measure of time is expressed as a decimal fraction to the nearest tenth.

Population

District population counts are developed by the Alaska Department of Labor based on the 1990 U.S. Census data.

Square Miles

The area in square miles for each school district is provided by the Department of Community & Regional Affairs. Some districts have included in their totals tidelands and submerged lands seaward to three nautical miles. In certain districts, the perimeter boundary extends even beyond the three mile limit.

Alaska Public School Districts and Superintendents

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Spike Jorgensen Alaska Gateway Schools Box 226 Tok, AK 99780 Phone: 883-5151 FAX: 883-5154	Gordon Tope Copper River Schools Box 108 Glennallen, AK 99588 Phone: 822-3235/3490 FAX: 822-3949	George Maykowskyj Iditarod Area Schools Box 90 McGrath, AK 99627 Phone: 524-3033 FAX: 524-3217	Sue Hare Lower Kuskokwim Schools Box 305 Bethel, AK 99559-0305 Phone: 543-4800 FAX: 543-2883	Mary Francis Petersburg City Schools Box 289 Petersburg, AK 99833 Phone: 772-4271 FAX: 772-4719	Harry Rogers Valdez City Schools Box 398 Valdez, AK 99686 Phone: 835-4357 FAX: 835-4964
Joseph B. Beckford Aleutian Region Schools Pouch 790 Unalaska, AK 99685 Phone: 581-3151 FAX: 581-3152	Mike McHone Cordova City Schools Box 140 Cordova, AK 99574 Phone: 424-3265 FAX: 424-3271	Robert Van Slyke (interim) Juneau City Schools 10014 Crazy Horse Drive Juneau, AK 99801 Phone: 463-1700 FAX: 463-1712	Keith Evans Lower Yukon Schools Box 32089 Mountain Village, AK 99632 Phone: 591-2411 FAX: 591-2449	Denver Bowen Pribilof Schools Pouch 5 St. Paul Island, AK 99660 Phone: 546-2222 FAX: 546-2327	Linwood Laughy Wrangell City Schools Box 2319 Wrangell, AK 99929 Phone: 874-2347 FAX: 874-3137
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Revised March 24, 1992

This publication was released by the Department of Education, produced at a cost of \$4.75 per copy, to provide the legislature, school districts, state agencies, and the public, a comprehensive summary of the education plans for the school districts within Alaska, and printed in Juneau, Alaska. This publication is required by AS Sec. 14.03.120(b).

